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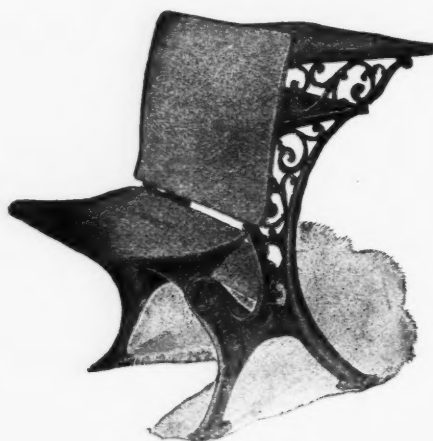
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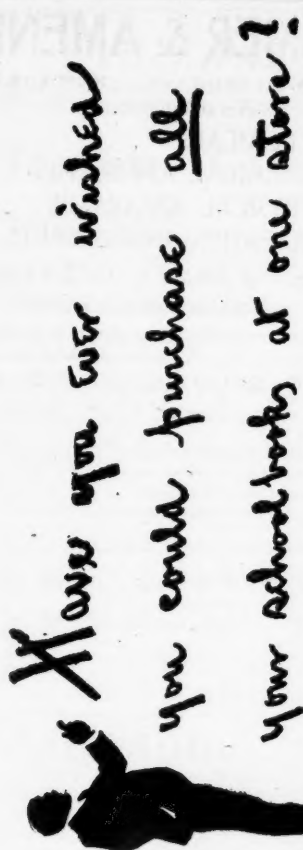
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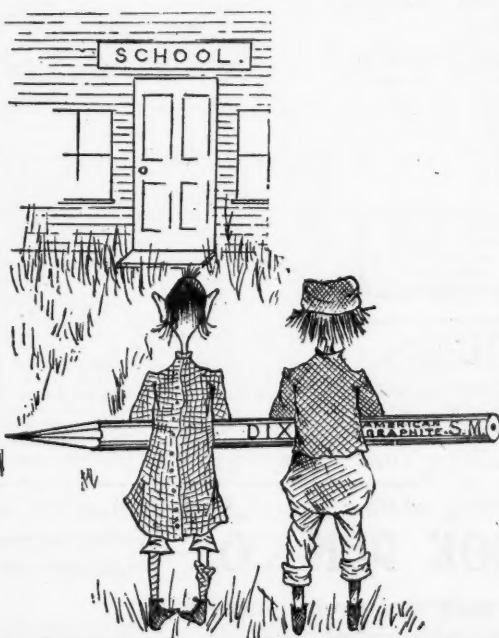
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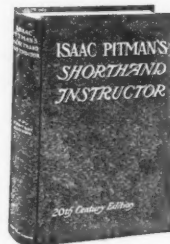
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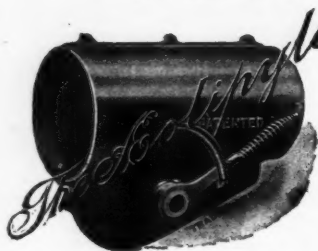
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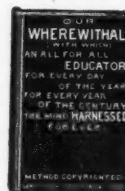
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No. 14

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The Subconscious Effect of the School-Room.

By Henry S. Curtis, New York City.

Are you affected by the room in which you sit? Do you feel cozy and comfortable in the one while you are depressed and ill at ease in another? Undoubtedly you do whether you realize it or not. Psychologists tell us that nine-tenths of our mental activity is subconscious. Influences are raining down on us continually which we do not notice, yet they mold our moods and largely determine the mental alertness which makes our work a success or a failure. A brain upon which no stimuli of light or color, or sound or touch should fall would sink at once into dreamless sleep. A child without these stimuli could never develop an intelligence, because there would be nothing to rouse the brain to action. The reason a person can be wider awake in the city than in the country is that there are more stimuli in the city.

Altho, in a general way, these laws have been realized by psychologists for years, and everyone notices the effect of his sitting-room and study upon his moods, yet no one seems to have ever attempted to measure this influence experimentally so he could describe it to us, either in terms of work done, or in tints and shades of the blues. Furthermore, it seems to be an accepted belief that these influences are active only in our own sitting-rooms, but do not apply to the school-room, the sitting-room of the children.

The proof of these statements lies in the school-room itself. We spend hundreds of dollars in beautifying our sitting-rooms and parlors, while we scarcely spend as many cents on the room in which hundreds of children are to sit during the next few years.

One defense of great monuments and expensive public buildings is that, while they may not have a great influence on any one man, yet the sum of their influence on the taste of the multitudes who behold them in successive generations is incalculable. If this be true of a great cathedral or a great statue which is only seen for a few minutes a day or a year, how much more is it true of the room in which generations of children are to spend the strenuous part of their strenuous days. The pupils come and go and the teachers pass, but the school-room abides, and, during all of its years, it is an influence for less or for more, for better or for worse, on every child who sits behind its desks. Any teacher will tell you he feels its influence, but no one seems to have thought that, thru all this time, the room was acting on the pupil as well as on the teacher, and putting its stamp on every graduate.

By this I do not mean that, if a child grows up in a room in which Sistine Madonnas are hung, that he is going to have an appreciation of Sistine Madonnas. Far from it. A person might spend his years, from infancy to age, in a room papered with Sistine Madonnas, and, at the end, he would have no more appreciation of them than he had gained from his moments of conscious study. Talk with the curators of art museums and see if they gain an appreciation of art thereby. Intellectual appreciation does not fall upon us unconsciously. It is only the primitive stimuli of sound and color and touch that are ever active. We cannot escape from the effects of a noise or bright lights. It is recorded in the pulse rate

and in nervous excitability. They affect effective states.

How much of the child's dislike of school is due to its unhomelike air? How much, even, of the cold, mechanical ways of the school-room is due to the fact that the room does not suggest any kindlier relation? How much of the nervousness and near-sightedness of the pupils is due to the effect of the school colors? We cannot answer these questions. One might estimate the factors, that come from the room in these cases, large, another might estimate it as being very small; but I believe all must concede that, whether potent or weak, the room itself is a factor in each of these problems.

There has been an awakening of late in this direction and a strong movement toward decoration of school-rooms. Too often these decorations have been chosen from the standpoint of adult taste rather than the interests of children, and, at best, decoration does not begin early enough. Colors are more important than pictures, because colors are always active, while pictures only influence us in our conscious states and soon cease to be observed.

The new school buildings of New York are amongst the best in the world, and many of them may lay claim to belong to the notable architecture of the city, but how many of these architectural features belong to the school proper? It is obvious that the exterior of a school building belongs to the citizen rather than the pupil. It tends to make the neighborhood more attractive and gives a certain satisfaction to the passer-by, but it cannot be seen or felt by the pupil at the desk. The school-room kept pace with the school in artistic progress.

The progress of education has been away from the old dictatorial tyranny of earlier pedagogs toward a rule of justice and love. The teacher has become less of a despot and more of a parent to the child, and the school-room must become less of a hall and more of a home!

Our older school-rooms cannot be made beautiful with their present furniture and colors. There does not seem to be any color plan that regards the walls, the trimmings, and the furniture, nor even that regards the seats, the closets, and the desks. If these school-rooms are to be the model on which the children form their taste they will either grow up without any taste at all, or else with exceedingly bad taste.

One of the most powerful mental stimuli is the stimulus of color; so powerful is it that its removal with the coming of darkness always tends to put us to sleep. We can even measure the dynamic value of the different colors in the psychological laboratory. The subject is placed in a dark room and given a certain amount of work to do, first, with a red light, then with a green, etc. In this way it is found that the work differs with each colored light and is pretty uniform with that light. No one has ever attempted to show, to my knowledge, what the effect of the color of the room is on work accomplished, but I have no that but the difference between the work done in a red or green room and the work which could be done in a brown room would be appreciable.

In former years in New York the school-room walls

were painted brown and the majority of them are still of that color. This seems to me one of the worst colors that could have been selected. On account of the nearness of surrounding buildings there are very few of the schools that have enough light in any of the rooms. In not a few, the electric lights must be used nearly all the time. Many of these dingy rooms, with at least a half or two-thirds enough light, would be quite light enough if the rooms were painted white or a light gray green instead of their present color. Numerous tests, in various places, have shown also that these light green shades are best for the eyes, and fewer children become near-sighted in them than in rooms of any other color. The human eye was made to respond to the green of nature.

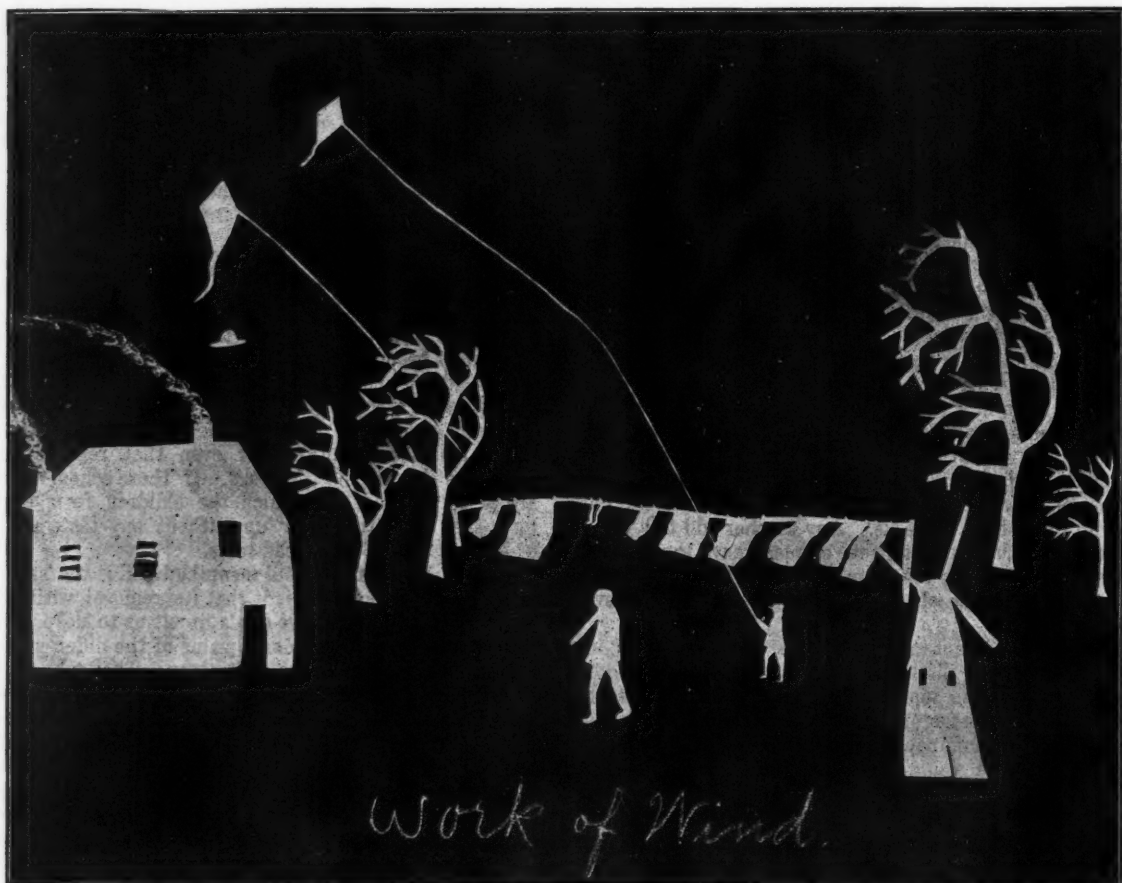
In conclusion, I think we may safely say that, while the influence of a room on states of thought and feeling has never been measured, we are all aware that the brown or buff generally used in our school-rooms makes them dark by absorbing the light, thus injuring the eyes and making the rooms mentally depressing; that brown is a color displeasing to children, but that, on the other hand, they are fond of green; that a light tint of green would make the rooms lighter and more cheerful; that the children's eyes would not become so tired, and a smaller number would become near-sighted; that green is a more stimulating color, and more mental work could be done in a green room than in a brown room. I have said this influence is subconscious, which means that its influence at any one time is slight, but, when we come to consider that it is constant in its action, and, when we multiply the present factor by the number of hours in the school day, and the product by the number of pupils in the room, and, when we further multiply this product by the number of years the room is used, we shall find that the infinitesimal has approached the infinite in its results, and cannot be neglected.

Plans for Rural School-Houses.

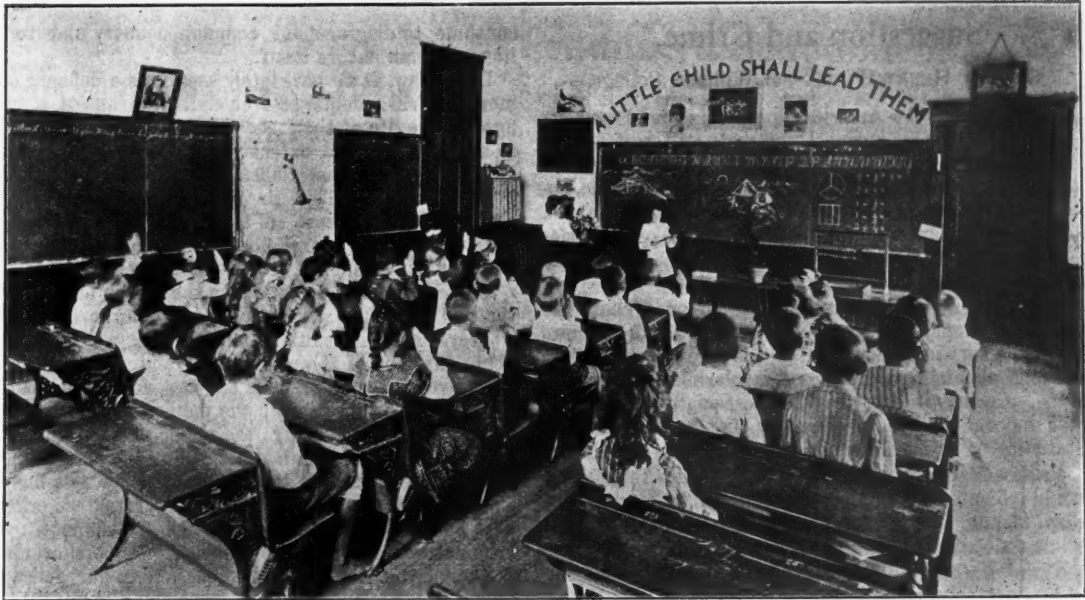
Part of the great work which State Supt. J. Y. Joyner has done and is still doing in North Carolina for the rural schools has been to prepare plans for model school buildings. They embody the latest ideas in ventilation, light, and sanitation. School officers are enabled to secure properly constructed houses at a less cost, probably, than they formerly paid for wastefully or improperly constructed buildings. We present the full specifications, bills of material, and perspective plans for two, three, and four-room school-houses, as well as hints which would be of value in erecting any small school building.

In the first place the following point should be insisted upon: It is not economy, but, instead, impractical and unbusinesslike to build cheap, unsanitary school-houses, in which the children fail to be surrounded by the best conditions for health. The building should be substantially and warmly built, with solid brick foundation, double walls and floor. Without warm floors feet are sure to be cold, and this prevents proper school work. The plans call for a nine-inch brick wall, with proper footings for the foundation of each building. The extra cost of the material required for this wall above the usual brick piers will be more than balanced by the saving in fuel and the comfort to the pupils. If piers are used the spaces between them should be tightly boarded up. All school-rooms should be well lighted, heated, and ventilated.

Each building should be provided with an entrance vestibule, as a protection against cold draughts in the school-rooms. The latter should each have an ample coat-room, with a door from vestibule or hall, and also one from the school-room, so that the teacher can have perfect control of the room at all times. A lunch closet, with lock and key, should be provided in each coat-room.



Freehand Cutting. First Grade, Widdicomb Street School, Grand Rapids, Mich.



A Primary Room in a School in Washington, Ga. T. E. Hollingworth, Superintendent.

The first point to be considered in the erection of the building is the site. This should be naturally as attractive as can be found without going outside the prescribed limits. A knoll, or rising ground, sloping in all directions, is preferable. If such a site cannot be had, the grounds around the building should be properly drained. The earth taken from the excavation for foundation should be graded under and around the building in such manner as to carry the surface water away from the walls.

The three-room building is intended for use only where three rooms are required, and where no addition is to be made. An attractive feature of this plan is the sliding partition between two of the rooms. This partition can be run up overhead and the two rooms thrown together for school entertainments. In order to meet the demand for a building suitable for erection in a fast-growing community, or small town, or where two or more districts may be consolidated, the two and four-room plans have been made. The two-room plan shows a building with two rooms which may be doubled and quadrupled by inserting stairways and repeating the plan overhead. This may be done without interfering in any way with the rooms already built. Only a slight change in the construction will be required in making the various additions, and comparatively no materials will be lost.

The class-rooms are planned to seat from fifty to fifty-six pupils, using standard school desks of the following dimensions:

	Size	Height of Seat	Height of Top	Width of Top	Length of Single	Length of Double or Double Sep.	Floor Space	Age Accommodated
Normal	1	17 in.	29 in.	16 in.	34 in.	42 in.	38 in.	Adults
High School	2	16 in.	27 1/4 in.	16 in.	34 in.	42 in.	37 in.	16 to 20
Grammar	3	15 in.	25 1/4 in.	14 in.	22 in.	38 in.	36 in.	12 to 18
1st Intermediate	4	14 in.	24 in.	14 in.	22 in.	38 in.	24 in.	10 to 15
2d Intermediate	5	13 in.	22 1/4 in.	12 in.	20 in.	35 in.	22 in.	8 to 12
Primary	6	12 in.	20 in.	12 in.	20 in.	36 in.	21 in.	5 to 8

The ceilings in school-rooms should be at least thirteen feet clear between the ceiling and the finished floor. This will give approximately 200 cubic feet of air and sixteen and a half feet of floor space to each pupil. The light should come from the rear and left side, or left side of pupil only, and the glass surface should equal

from one-sixth to one-fifth of the floor area of the room. The windows should be set three or three and a half feet above the floor, and the window head should come within twelve inches of the ceiling. The school-room windows should have a twenty-four inch transom sash hinged at the bottom to swing in. In opening a transom hinged in this manner the outside air is deflected upward against the ceiling and distributed uniformly thru the room instead of striking the children in a solid stream as when an ordinary window is opened. The sash below the transom bar should be hung with cord and weights. The blank walls on one or more sides of the school-rooms should be fitted with slate or good composition blackboards with chalk trough at the base. The boards should be from three to four and one-half feet high, and set from two feet one inch to two feet four inches above floor for primary pupils, and two feet six inches above floor for intermediate pupils.

The best and most economical means of heating and ventilating small buildings where a complete system of heating and ventilation cannot be installed, is by means of a ventilating stove in each school-room. One of these heaters is so constructed that the fresh air from the outside is warmed and carried into the room where it is distributed evenly into all its parts, making one even temperature thruout. The air is warmed as it passes between the inside castings and the casing and escapes into the room thru a sliding register on top. The fresh air is taken from the outside thru a duct which brings the air under the heater. It is not necessary to place the heater in the center of the room; any out-of-the-way place will do. Seats can be placed within two feet of the stove. The flues should be built with two-inch brick partitions between them. The smoke flue should be eight inches by twelve inches, and the vent flue twelve inches by twelve inches, with vent register near the floor line. As soon as a fire is lighted in the heater the smoke will pass into the smoke flue, thereby heating the brick partition between the flues. The radiant heat rarifies the air in the ventilating flue which causes the air in it to rise upward. The air is replaced by the foul air in the bottom of the room thru the ventilating register which in turn is carried upward and outward. The heater being supplied with fresh air from outside heats it moderately and sends it into the room. The ventilating flue being heated by the smoke flue exhausts the foul air, thereby causing a constant change of air in the room.

(To be continued.)

Suggestion and Crime.*

By PRES. HENRY HOPKINS, of Williams College.

The heart of the American people is sound and its head is level. Our business interests still rest upon a basis of honesty and honor. The sacredness and the integrity of the family as the foundation of domestic, social, and civil institutions are still our cherished faith. Reverence for law and a willingness to make sacrifices to maintain the law continue to be national characteristics.

Nevertheless the foundations of personal character and our national life are seriously threatened. There are some very ugly features in the present situation. There is abounding evidence of an alarming increase in crime, of crime of every sort, but especially of the kind that undermines honesty, chastity, and respect for law. Statistics of crime are for several reasons unreliable.

Professor Commons ten years ago said that crime would indicate degeneracy and danger of collapse. The blood of the body politic may become vitiated and the whole tone of public health lowered.

There is a constant tendency in evil to embed and embody itself in corporate life until society is as a whole involved. Wrongs and shames are accepted and embodied in the organization, as for example the saloon, the gambling house, a police-department that exists primarily not for the protection of the citizens, but as a part of a political machine, or a municipal government that is manipulated for private and corporate gains and party control instead of being administered by business men in business ways for the general good. This process going on must bring any community to the pass to which the Rome of Livy had come and of which he said that the evils were so great that they could neither be cured nor endured.

We have been discussing and revising penal codes, improving our houses of correction, and correcting our prison discipline, and in the meantime crime has been multiplying. In philanthropic work we have been seeking to rescue the fallen rather than to prevent a man from falling. This is an era of scientific philanthropy, and under this head no more important work has been done than in the department of penology. Indeed, the hopeful sign of our time is the number of trained minds which are carefully investigating our social problems. The watchword of modern reform is prevention, and it is beginning to be recognized that its true method is displacement versus repression.

The causes of crime have only begun to be scientifically studied. These causes are of course complex and diverse. It is said that for forty years crime has increased five times as fast as population. Whatever value we may place upon this estimate, the facts for the last ten years have been worse.

Leaving out of consideration the ghastly growth in the number of murders and suicides, we are compelled to admit that there is a growing infidelity to financial trust in the business world, so that there is a visible loss of confidence of man in his fellow man. Defalcations continue and multiply in disheartening succession. The proportion of divorces to marriages is astonishing and sickening not only in the newest states, but in the oldest commonwealths. Disintegration, decadence, and often destruction of the family and lowering of the ideal of the home goes on unceasingly; and back of it all is a vast and swelling volume of dishonesty and crime.

But most startling and disheartening of all is the progress of the spirit of lawlessness in our towns and cities, where there have grown up crowds of idle hoodlums, where there is an increasing population who break out into reckless violence at times of strikes and lock-outs. Of the same nature as these manifestations are the worse than brutal exhibitions in defiance of all authority and decency, in the lynchings and burnings that

continue to disgrace our common country and to dishonor human nature itself.

Lynch law, as we have lately seen it, is a defiance of all moral order, a denial of free civil government, a crime against the life of the state itself. Considering society as an organism, the extensive prevalence of the luxury, artificiality, and materialism of our life, the get-rich-quick craze, alcoholism, the drug habit, cigaret slavery, social vice, and disease, all tending to weaken the brain tissue, to destroy moral fiber, and to bring on not only neurosis but insane or semi-insane neurosis.

Therefore, when we get into the region of the investigation of causes we have entered a large field. But whatever our perplexities I am sure that we can have no doubt that one of the most potent and most continually operative causes of crime is the vast volume of criminal suggestion flowing in upon the public mind thru various means, but especially thru the public press. In the detailed accounts of criminal actions in the average newspaper there is minute instruction in crime as a fine art. The reader is taught both how to perform the criminal part and how to evade his merited punishment. Our criminal court-rooms are schools for expert criminals. A question of the right of admission to our police and criminal courts and to divorce hearings is pertinent.

In the same sense, giving the word suggestion a technical meaning, the theater is often a source of demoralization and moral pollution. The same may be said of the bad element in the newspapers. The Sunday editions of some of the most popular New York dailies are often outrageously vulgar and immoral. Flashily illustrated weeklies, cheap blood-and-thunder fiction, do their part.

The novel, also—not only the yellow-covered variety, which has not lost its sway, but also the more pretentious literary productions—is in evidence as hostile to what is purest and best in family life. A literature saturated with the materialistic pagan philosophy of life fosters crime by suggestion in the way simply of imparting ideas and giving knowledge of evil and its seduction, and putting low notions before the mind.

Terrible as we must acknowledge these influences to be, I believe that the publication of accounts of crime and of those things which lead to crime is attended by mischief and disaster more terrible, more vital than can be accounted for by suggestion in the common use of the word.

The ugly and portentous feature connected with this increase in crime is that in more than one direction it already approaches the line of a real epidemic, and has the sweeping and incipient features of the devastating mental plagues of the Middle Ages.

The hideous outbreaks are an awful danger signal. It is a plain indication that despite our common schools and churches, our libraries and our literature, there are large sections of our people who may at any time lose control of themselves, be powerless to enforce their laws, and be swept into any kind of barbarous lawlessness.

Suppose a wave of feeling should engulf towns and cities and states in a mighty tidal movement of frenzy and lawless passion. Any one who remembers the phenomena of national financial disasters does not need to go back to the Middle Ages to be convinced that there are hidden appalling possibilities.

While we are learning the art of fire-proofing, sanitation, and quarantine we should give attention to the more serious dangers of a conflagration of passions. If lynch leaders were apprehended and imprisoned, if riotous mobs, after a quiet and thoro warning, were fired upon to kill, if this were everywhere the settled policy, doubtless a check would be given to these manifestations.

But having performed this plainest duty, the first and most important duty would remain—to remove as far as practicable the conditions which make such mental and moral epidemics possible. "The imitative and sympathetic integration of feeling and belief" will have to be recognized more freely if we are to escape crazes, passions, lynchings, riots, and revolutions.

*Report of a recent address.

Composite Sketches of Prominent Schoolmen.*

President G. Stanley Hall.

It is difficult to give very briefly a judicial or critical estimate of President Hall. He is a man of unusually broad training and scholarship, and in this respect differs from some of our other psychologists who have made considerable reputation. He recognized earlier than any of our American psychologists the limitations of experimental methods in attacking psychological problems, and turned to the questionnaire method of Francis Galton to get at some of the problems to which there seems to be, at present at least, no other effective avenue of approach. Most of his work which comes properly under the term "Child Study" has been of this nature. This method has been severely attacked, and the results have been questioned by some of our psychologists to whom psychophysics is the whole of psychology. In



This woodcut shows Dr. G. Stanley Hall as he looked when he first came into prominence as an educational leader.

spite of all such criticisms, the child study movement has opened a host of questions of which neither psychologists nor educators had any clear conception before, and it has made very important contributions to their solution. The results, where they are not final, are yet definite enough in most cases to point out clearly what the real problem is and in what direction its solution lies. For education, especially for elementary and secondary education, President Hall's work as a psychologist is of immensely more consequence and value than that of any other American psychologist. Clark university is the place above all other places in this country or in Europe for the scientific study of education. There is no university in Germany—the home of pedagogy—where education can be studied as scientifically or as broadly as at this vigorous young American university. The Germans—and the English still more—are looking to-day to America for fresh thought on the problems of elementary and secondary education, and President Hall's writings are being translated and republished in Germany.

President Hall is far the most original and the most

*There have appeared in this series estimates of Dr. Maxwell and his work in New York city, and of Superintendent Cooley and reasons for his remarkable success in Chicago. Last week THE SCHOOL JOURNAL printed an article by Supt. James M. Greenwood on U. S. Commissioner W. T. Harris. The present sketch is one of several contributed toward the construction of a composite estimate of the work of G. Stanley Hall. Next week there will be an estimate of Dr. Draper's former work as State Superintendent of Public Instruction in New York, by Secretary Parsons of the Board of Regents. The estimate was written about six years ago, but is particularly interesting just now in view of the changes that will take place in New York.

stimulating educational thinker we now have, and he is shaping educational thought in this country far more than any other man. He often makes extreme statements to arrest attention or to drive home a truth, and this is sometimes misunderstood by people who take him literally; but he is quietly and effectively giving new direction to educational thought and raising question after question, of a fundamental nature, which was not recognized by educationists before. He has profoundly influenced the kindergarten; he has raised the great question of the psychological, ethical, and religious bearing of the period of adolescence which is likely to affect secondary education very deeply; and his studies in genetic psychology are to-day giving new direction to educational thought so far as the problems of the elementary schools are concerned.

It ought to be added that his studies in adolescence have raised fundamental questions as to the great problem of religious education. The School of Religious Pedagogy, recently established in connection with the Theological seminary, at Hartford, Conn., in which the most original and the most influential teacher is a graduate of Clark university, is only the beginning of a movement that is likely to affect not only practical religious work, but also theology profoundly in the not distant future.

Many of the freshest thinkers and writers on psychology and on education, among our younger men, have received their inspiration, and for the most part their training, at Clark university. It is thru the work of such men that President Hall is exerting an indirect influence on education for which, in the nature of the case, he does not receive credit by the general educational public,—nor always by the better informed. A book of some importance on the "Psychology of Religion" appeared a few years ago most of the material of which was produced by the author while a student at Clark university, but to which a distinguished Harvard professor wrote an introduction which left this fact somewhat in doubt.

To sum up briefly, President Hall is making the most important contribution to the science of education of any American at the present time; he has made a university not yet twenty years old known among scholars all over Europe and America by the high quality of its work; he has created a department for the study of education in this university which has contributed more original thought to education within the period of its existence than all other American universities combined. While the departments of education in other universities, up to within three or four years ago, have been for the most part training schools doing at best a rather superior kind of normal school work, the department at Clark university has devoted itself almost exclusively to research work and the study of new problems. B.

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Close Thinking and Accurate Speech.

By ELEANOR M. NIGHTINGALE, Girls' Technical High School, New York.

Most of us teachers feel it a great part of our whole duty to get children to think. At the Girls' Technical High school, New York city, we are trying a special plan originated in accordance with a suggestion of City Superintendent Maxwell. The plan has its outward form in the Girls' Technical edition of the *Daily News*; its inward grace in our girls' increasing power of thought and expression.

The journal comes out at assembly exercises. The four editors have charge, respectively, of the foreign, the general United States, the local, and the miscellaneous news. They gather their information from the morning dailies. A few minutes before nine o'clock each editor prints, or causes to have printed, on the black-board, the topic of her news. For the rest, she reaches her public by word of mouth. Each young editor gives in her own words a summary of the most important news of her department. The editor's public consists of from 200 to 250 of her schoolmates. Two, called critics, stand at the back of the room, in the far corners, and politely request the editors to speak louder, whenever any one of the public indicates that she is unable to hear. After the editors have finished, the critics give their



candid, and as nearly as may be, unbiased opinion of the shortcomings or the excellencies of the current issue. Thanks to the nature of things, and to our models and contemporaries, the greater New York newspapers, the critics seldom find fault with the subjects of discourse. The public reflects upon at least a portion of what it has heard, and desires to talk.

For the good of the whole, but one must talk at a time. Here the teacher enters in and leads the discussion. Let us assume that the following statement has been made by the general United States editor: "England is planning to grow more cotton in her colonies, so that she can supply her own home market." The public is fresh from the grammar schools, whose excellent training in geography and United States history gives a basis for correlation. "Cotton" has a pleasantly familiar ring. "Why do we care whether England grows more cotton or not?" Instantly fifty indicate that they want to inform the rest. Some one gets a chance to speak. She hasn't said half she might. The other forty-nine want to help her out. Some one or two do. "What section of our country is particularly interested in cotton growing?" "Why is the North interested in it also?" These questions to cheer on those not at first heard from. Ready replies. "Who now can give us a brief account of the cotton-growing industry in this country, and its connection with England's manufactures?" One girl has been waving her hand with ardor for several minutes. Since she wept not a week before when asked to give the news, teacher calls on her to respond, and wonders what she really wept about.

The miscellaneous editor has told the girls about the efforts made by the empress of Japan in behalf of her own sex. A girl from the audience is particularly pleased to tell again, that the empress has persuaded Japanese women to leave off shaving their eyebrows and blackening their teeth. Another girl is glad to tell about strange ideas of beauty in other countries. Still another girl wants to tell how the empress helps her husband, but doesn't want to tell it badly enough to make herself heard. Perhaps she gives up, but more likely, inspired by the sight of the able and anxious competitor beside her, she tries again and succeeds. Even so much has not been accomplished without many interruptions in behalf of grammar, pronunciation, and enunciation; for comparatively few of us have native-born parents, and most of the rest of us have troubles of our own. Our fifteen or twenty minutes is soon up. We have many things to do besides thinking and talking about current events.

It may interest some to know exactly how much outside work such an exercise means. There is, of course, absolutely no preparation except on the part of the editors and the assisting teacher. Since the news given is based on the morning newspaper, the preparation is necessarily short on their part. Sometimes the girls look up their own items on the way to school; sometimes the teacher suggests the items. Personally, I have found the results more satisfactory when I have suggested the items, particularly in the case of the younger girls. The editors are asked to come to school fifteen or twenty minutes before nine. They may come earlier if they wish to. The teacher is ready to help them understand their articles, and to suggest ways of giving them simply. New editors are appointed each week, in order that no one may find the work burdensome, and that as many as possible may have the special practice.

For illustrations we have our large map of the world, on which the places mentioned must be located. We also have the ever-ready stereopticon, which by the turn of a button brings any part of the world before us, to be discussed by the girls and not by the teacher; for this assembly is not a lecture hall.

The outside labor is slight in comparison with what it aims to accomplish. While it gives an important special drill, it supplies, in an attractive and original form, subjects worth thinking about. These we must have if we want our pupils not only to think, but to think to some purpose, to think rapidly, and to think, if need be, on their feet. It goes without saying that the teacher's real work is in leading the discussion. We cannot be satisfied till our pupils express clear thoughts in a pleasing audible voice, and in a natural, interesting way. Needless to say we, at the Girls' Technical High school, do not feel that we have accomplished all that we have aimed for, but we do feel that our effort has been worth while. It seems as tho every school should have a general clearing house to which all the information gathered in diverse class-rooms may be brought, and readily, accurately, and with interest exchanged. To serve as such a clearing house we try to make our morning assembly!

An important tomb has been discovered at Thebes by Theodore M. Davis, an American. It is the tomb of the famous queen Hatshepsu, the builder of the beautiful temple of Der-el-Bahari. It consists for the most part of a corridor sloping downward into the heart of a limestone mountain. After going thru three chambers, the burial chamber was found. Here were two sarcophagi of hard sandstone, polished like copper, covered with beautifully formed hieroglyphics, which say that one contained the mummy of Hatshepsu and her father, Thotmes I.

The burial chamber is from forty to fifty feet long, with numerous side chambers. All the chambers were paneled with painted blocks of fine limestone.

How is the American Boy to Succeed?

More platitudes have been spoken on the subject of success than on any other question of general interest. And as the subject lends itself to such treatment, many men have written high-sounding paragraphs, and have at once been acclaimed philosophers. On this side the subject is threadbare, but from the side of a common-sense acceptance of facts and arguing from realities instead of generalities the literature on success is peculiarly meager. Such a treatment has recently appeared in *American Industries*, from the pen of John A. Walker, the vice-president of the Joseph Dixon Crucible Company. Mr. Walker is a shrewd and astute business man, endowed with brains, common-sense, and hard native ability and energy. As a result his treatment of success is notable for the ringing, common-sense spirit running thru it. Mr. Walker writes:

"My first thought is, all boys won't get along. Every orchard is strewn with rotten apples; the process of selection goes on everywhere. Many are called, few are chosen. Foolish people criticise the Calvinistic faith for its doctrine of election, when election is the doctrine of the universe, and in every walk and profession there are elect and non-elect, so that it is safe to say: all boys 'won't get along.' Hence, if some won't and some will, it is for the individual business boy quite a serious question: Am I one of the business elect? 'Yes or no,' remains with the boy himself.

"If, then, some will and others won't, why the success or why the failure? Differences in talent, you say, explain some victories. In a broad way, yes; but many, many talented men are stranded. Difference in opportunities explains many a failure, yet some with no help make their own opportunities, and others with paths strewn with chances lose the road. It cannot be the particular industry, says Andrew Carnegie, as some will rise in dry goods, some in stocks, some as bankers, some in wool, some in iron and steel, some on land and some on sea—concludes it is 'all in the boy himself'—and not specially in the industry. Some succeed, one doesn't know why, the reason seems hidden.

It is not book learning exclusively, for some unlearned succeed. It is not virtue especially, for somewhere it is written: 'the wicked flourish like a green-bay tree.' It is not opportunities, for some of the most pronounced successes come without helping circumstances. It is not capital, for all the industrial captains of to-day, to a man almost, began with nothing. It is not even good manners, for the paths both to the heaven of success or the hell of failure are strewn with examples of either type.

It is clear, then, that success is not exterior to the boy—for every exterior line that you point out, shows both failures and successes. So the boy who is to get along must look inward, look to himself. When we come down to bottom facts doesn't the success, the 'get along,' reside more in the boy's personality than anywhere else? It must be in the boy before it can come out. The great singing voices are natural, not made. The call to be a leading business boy should be as distinct in the boy's personality as the call of another to surgery or exploring. What, then, are the personality signs that point out the boy who will 'get along'?

We should say, first, the overpowering, overmastering desire to climb this particular ladder. The stream flows better down hill. No great success was ever achieved by one indifferent to the path thither, or who could go any other way. This means the business instinct, the bent this way—so positively that no other way will marshal all the boy's inward force. This is fundamental—this starts the boy right; and the rest is impulse, training; growing delight in one's work, the white heat of enthusiastic satisfaction that the path is entered; then the glitter and excitement arises, the pace quickens, the faculties expand.

You have seen the hunter's dog—absorbedly, exactly, quietly he runs, when all at once he strikes the scent;

and up goes the whoop of delight. It becomes now only a matter of time. With equal interest, with equal quivering, excitement, and delight must the boy's work be in his special field if he will reach the first rank. It is not primarily or mainly the money at stake, but the zest, the best exercise of the faculties possible. This way only, and no other way, will make the boy 'get along.'

This start, this glad start, should be made as early in life as possible. To get along, the boy should get under way and under impulse while yet young. Most of the original work in all lines is done by young brains. There is a quality of growth—when one is developing along his peculiar line—in youth that doesn't come later. Fertility, invention, vitality, are the fruits of youth.

Another thing is to draw oneself together and prepare for a long do or die campaign—one of not shorter than twenty-five or thirty years. The preferments won't come sooner; they should not—for the boy's own good. This also means that you early divine your purpose, your mission, and then—no change. Seek the right line and stay in the same path and bide the twenty-five or thirty years' time.

Then, and invariably, the technique of your chosen calling must be mastered. One's body should be kept in condition to have the brain do its best. This is not athletics, but training. Go to the theater; notice how much more expressive are the features and the movements of the actors than those of ordinary people. This is training. Go to the opera and hear the prima donna or the tenor sing three and four hours 'on a stretch' in a hall hundreds of feet high, deep, long, and wide. Where you could not be heard for five consecutive minutes, these people will sing for hours with seeming ease. This is the result of training in their technique. It is having oneself well in hand. So must the business man have his technique. The technique is bigger than the man and will tax his best faculties working at high speed. If he is the elect boy, he will master it all.

This technique must be largely absorbed. It cannot be taught in schools. It is incommunicable. You get it or you don't—as you succeed or you fail. It comes day by day, little by little. You cannot coach for it. You cannot exclusively read up to it. It must come from the boy's juxtaposition with events, and his appropriation of their teaching. The dizzy path trod by the leaders is only trodden by trained and tireless feet.

The excitement of this growing knowledge and capacity is intense. It thrills one's nature. You know what Mr. Carnegie said—that he pitied the man who could not find the romance and thrill of being in his business.

Another detail of success is boldness, and this comes of youth and this temper of spirit. Excited, thrilled, all faculties awake, gathering equipment from all surroundings, how could one be timid? Hence, by this law, the industrial captain is always bold and fearless. He treads with definite, certain feet. This overmastering boldness must have its own way; it refuses other direction. Thus comes the master's spirit, and the master always rules—both himself and others.

But alas for those who fail, who fall out of the race, the non-elect. It means lack of manhood, lack of quality; it means opportunities not discerned. The details are these: Shirking of work, neglect of gathering the equipment, not thinking things out to the end, lack of interest, wasted opportunities. Your ships pass in the night—a final loss of the race.

I end as I began. Not all American boys will 'get along.' Some will be of the elect, and some will fall by the way. But in all cases it all remains with the boy himself. His destiny remains exclusively in his own hands. When he brings his unused talent and says, 'I was not as well started as others,' the inexorable judge will say: 'No excuse; take his one talent away, and give it to him who has improved his ten talents.'"

The Professional and Financial Side.

As One Teacher Sees It

I am very much interested in what is said about the formation of character being the chief thing in education. I have always felt that—at first in a sort of unconscious way, for I never thought of calling it that or indeed thought of it at all, but just felt that it was impossible to come into daily contact with a number of children and not try to make them better in every way possible. But I have been greatly discouraged. I have found little time to do anything but peg away at dreary old routine work in preparation for those abominable promotion examinations, and in attending to a number of red-tape regulations that are really not only useless, but positively detrimental to the progress of the children.

We are always being told (nowadays) that character-building is our chief work, but they give us absolutely no time to do it in. I am not exaggerating, I know whereof I speak, and I envy the teachers in the rural schools because there they can take their own way occasionally.

After instilling the necessity for thoroughness into a child's mind for ten months, it's a bad object lesson in that virtue to allow him to pass into a higher class on a badly earned forty per cent., yet that is done year after year in spite of our protests.

And say what you will about the duty of teachers to work for the sake of the good they can do, and not for the money they can make, the fact remains that teachers are not paid well enough to allow them to live and do all that is required of them.

My salary is \$500. I send (and have done so for many years) \$100 home to my mother. Board and washing cost at the very least \$250 a year. On \$150 I am supposed to do all the rest.

I did do it until sickness came. Not a sickness that actually laid me up, for I was absent only a month from school, but one which for three years has cost me a great deal in the way of treatment and medicine, and which the doctor declares was due to overwork and the bad air of the school-room.

Mind you, I don't believe in all this cry about overworking. I know there's a lot of nonsense about it, but I fear it was true in my case. I worked night and day, staying at school till the janitor locked the doors, and then lugging home more work to do in the evening. And then my eyes rebelled and my nerves began to behave badly, and I did as much work all night in my sleep (when I was fortunate enough to sleep at all) as I did during the day. Something like hay fever all the year round took possession of me and when I wasn't correcting exercises I sneezed. Sneezed and sneezed till everything was blue. Dust from the dirty floor the doctor said, pulverized and floating thru the air all the time.

Well, I needn't worry you about the sneezing and the headaches and the grip, and the constant fear that I was going to break down altogether (not die,—that would have been merciful) and be a burden to somebody or other. I'm sure I don't know who it would be, for there are no poorhouses here that I know of, and I am not yet qualified for the Old Woman's Home. The whole thing has cost me over \$300, and that was just \$300 more than I had, to pay. People will say I should have saved for the inevitable rainy day, but *how* was I to do it?

The employees of the civil service here begin on \$400 a year, and get increases every year for a long time. I know many women who are getting twice my salary and doing about half my work. Some of them could not pass the examinations that my twelve-year-old pupils pass,—not because they are rusty, but because they never had enough education to do it.

I don't want to grab, but I want to have enough money to keep out of debt, to dress respectably, to lay up a

little for a rainy day, and to be able to give now and again to those who need money even more than I do.

With the better times prices have risen in everything, but my salary remains the same.

I am no exception. I speak for all teachers. I know that lots of people would like to double our salaries if they could. They are doing their best to show that a teacher's work is worth paying for, but it is not easy to educate the ratepayers and trustees.

I haven't told you that I am keeping house in a flat with a friend of mine who is a civil service employee. *She* gets \$1,000 a year, tho she has been only about half as long a time in the service as I have been teaching. We do all our own housework except scrubbing, so it keeps us busy. This is our fourth year at it.

Why add to my work, you say? Because boarding houses are inventions of the evil one, and it is impossible to live in them and keep an unimpaired digestion. I feel like a human being now, not like some sort of animal caged in a room eight by ten, where I sat on my trunk while an occasional caller or two occupied the only chair or scrambled on to the bed. I know it's harder work, but it's blessed freedom and keeps the instinct of hospitality alive.

R. M. B.

Professional Progress.

The study of pedagogy has, by slow degrees, obtained a foothold in this country. Twenty-five years ago there was scarcely one who deemed it needful. The public did not demand it. When Colonel Parker, after teaching a short time, felt he must know foundation truths, he betook himself to Germany. So with Seeley and others.

Going back fifty years there were two or three books published concerning education, the most popular being Page's "Theory and Practice," but in none of these is any course of study suggested. To know education was to know how to manage a class or school and hear recitations. Reading upon education was not felt needful. Pedagogy was learned as the blind puppy learns to swim when cast into the water.

But the kingdom of education was at hand. Those who had gone to Germany had returned with ideas. It began to be felt that there were foundation principles, and books began to be published, and, finally, teachers began to buy and read them. The change that has taken place is a remarkable one. Pedagogy is a subject of serious study.

A. M. K.

Personal Traits of Horace Mann.

Mr. Julian Hawthorne has written a very entertaining book concerning his father and the literary circle in which his father moved. He mentions Horace Mann, for, it will be remembered, he and Hawthorne married sisters, both remarkable women, members of the Peabody family. The writer thus speaks of Horace Mann:

His aspect was a little intimidating to small people, but there were lovely qualities in his nature, his character was touchingly noble and generous, and the world knows the worth of his intellect. He was always anxious, exacting, and dogmatic. He was convinced that Tophet was the favorite home of all slave-holders and really too good for them, and he really worshiped the negro. Nor were his convictions less pronounced on the subject of tobacco. Now, my father smoked an occasional cigar, and it once came about that he was led to mention it in Horace Mann's hearing. The reformer's bristles were set in a moment. "Do I understand you to say, Mr. Hawthorne, that you actually use tobacco?" "Yes, I smoke a cigar once in a while," replied my father, comfortably. Horace Mann could not keep his seat; he started up and paced the room menacingly, and he spoke, in a husky voice, to this effect: "Then, Mr. Hawthorne, it is my duty to tell you that I no longer have the same respect for you that I had."

The Assistant Superintendent; Functions and Methods of Work.*

By Alice E. Reynolds, Supervisor of Primary Grades, New Haven, Conn.

The functions of an assistant to the superintendent must vary with the size of the city. In order to speak intelligently, I wish to proceed from a concrete basis, and must ask your attention to the work in cities having a school population of not more than 30,000—cities which employ a supervisor rather than a board of supervisors, and which delegate to him duties which are purely professional.

The superintendent sets forth policies, the assistant must execute them; the superintendent edits courses of study, the assistant must carry them into effect; the superintendent employs teachers, the assistant must be ready to give them aid and advice. His time is spent in the school-rooms,—observing, listening, judging, encouraging, praising, suggesting, correcting. Using data thus gained, he should be ready to consult with the superintendent at any time, and to report skilful teachers who deserve recognition and promotion, misplaced teachers who should be transferred to other grades or other sections of the city, incompetent teachers with a statement of their specific defects, crying evils which should be rectified as soon as discovered, questionable practices which need to be considered and modified, special courses which merit extension, sources of strength and weakness in the schools as a whole.

An assistant whose time is devoted to school-room visiting comes to have a superior bird's-eye-view of the whole situation. As year after year he goes from one end of the city to the other he forms the truest kind of estimate of the relative value of teachers, and can establish standards of comparison not possible to the sectional worker. "The best primary teacher in my district" is often second-rate measured by highest ideals, and "the finest principal in the eighth ward" may be mediocre

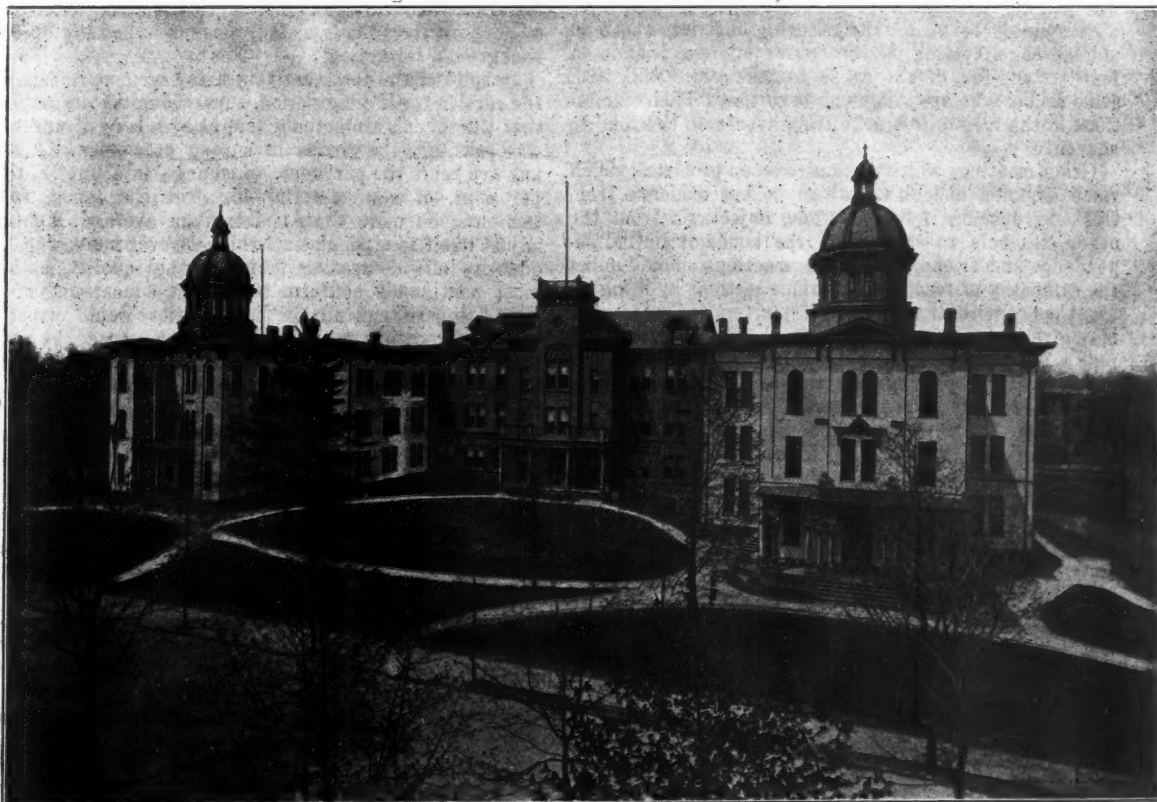
when compared with the progressive women who are developing in other sections. The assistant, then, is the one person who has an opportunity to discover that Miss F——, out in the suburbs, is the very woman whose missionary instincts fit her for work in the slums, that Miss S——, located in the intermediate grades of an immense building, is full of the executive ability which fits her for a principalship, that an unsuccessful high grade teacher looks happy when she steps into a kindergarten, that some one else who detests arithmetic and history is the joy of the special teachers in music and drawing.

The recognition of diverse ability even in a given occupation is a first step toward securing the enthusiastic cooperation which works wonders. The dawn of the school millennium will have to come in any city when every vacancy is filled by the most deserving person, when each man's burden so far as possible is fitted to his bent, and when those who have no bent school-wise are dismissed. An assistant to the superintendent should act as an entering wedge which will open the way for reducing these theories to practice.

In his relation to the superintendent an assistant's duties may be broadly outlined under five heads. He should be able:

1. To sense the essentials of the superintendent's policy.
2. To elaborate, adapt, and enforce them.
3. To put the superintendent into intimate touch with the teaching corps, by furnishing facts which differentiate the especially strong and markedly weak teachers from the average.
4. To give information which will economize the superintendent's visiting time; where he may see nature study well handled, which schools are in the van as regards seat work, which teachers are originating the best plans for elementary number lessons, which rooms emphasize the need of a school for defective children.

*A paper read at Department of Superintendence, N. E. A., at Atlanta.



State Normal and Model Schools, Trenton, N. J.—Dr. J. M. Green, Principal.

5. To receive at any time a temporary assignment of a definite block of the superintendent's responsibility and authority:

Will you visit the schools in the next town, and if Miss A—— is excellent, offer her a third grade position here?

Will you interview three candidates and make tentative appointments?

The all-important attribute of the assistant in his relation to the superintendent is an absolutely candid frankness. The man who delivers an ambiguous opinion, or who hesitates to express a conviction, or who dislikes to be quoted when an issue is at stake, will prove a poor sailing mate in rough weather. The man who is truly an assistant is willing to state his evidence, to draw his conclusions, to stand behind his gun, and to shoulder responsibility.

Service rendered to the superintendent represents one-tenth rather than nine-tenths of the assistant's working duties, and to end rather than the means. He should be the leader and director of the teaching force, exercising first of all an influence which dulls antagonism between workers, which allays sectional jealousy, which places the common weal of the children and the good name of the city above petty local excellence. I can remember a city in which each district husbanded its good ideas under seal of greatest secrecy, lest some other school might hear of its plans and try the same general scheme with equal or greater success.

The assistant should stand openly and avowedly as a clearing-house for good ideas. A first business of his should be to collect worthy plans and devices and to disseminate them broadcast. He knows more about the educational outlook than most teachers, and should bring it into their range of vision. He knows what our leading psychologists have each said about teaching reading, and they ought to know. Similarly the west end of the city needs to awaken to the excellence of the east side; the fourth grade teacher who keeps to a dreary routine of long division needs to see what a wide-awake room her sister is teaching a few blocks away; the teacher who will describe the woodpecker as if it were a feather duster needs to visit a neighboring district, where an animal cage costing \$2.50 houses endless friends in feathers and fur, or she needs to take a bird walk with some school who are taught birds so that "Their habitations in the tree-tops are halfway houses on the road to heaven."

Grade meetings which discuss common problems, which voice common difficulties, which collect evidence from this one, specifics from that one, objections from the other one, help to strengthen the bonds of mutual dependence and friendship. Such meetings should enlist the sympathy of teachers in various sections by bringing together contributions from all quarters. One teacher may give a short class exercise in phonics, a second may read a brief paper on the subject, a third may have prepared a list of phonograms, answers to inquiries in a question box may involve others. As the result of such conference the interest in phonics will be somewhat stimulated and the interest in each other vastly increased. Such quotations as these show which way the wind blows:

1. I have arranged an index to the arithmetic which classifies the problems so that it is easy to find thirty which illustrate the same principle. Do you think it would help the other teachers? If it would, I'd like to hektograph enough copies for every one.

2. I used to dread to visit schools, because I thought teachers didn't want me; but lately every one shows me good things and teaches any class I ask to see. I stayed until 5 o'clock talking over work the afternoon I visited in Elm street.

3. Miss Graham has the best games I've ever seen. I wish we might have a meeting and hear from teachers who have succeeded in originating good plays for rooms filled with stationary furniture.

General and free discussions plus definite directions which are given should foster unity in the work—unity as opposed to uniformity. It is not necessary that

"every child in France" should be reading at 10 o'clock, but it is extremely desirable that every child in the primary room should be spending at least one-quarter of his school day on reading or tributary subjects; it is desirable that he reads eight books instead of learning one by heart; it is expedient that from the first he appreciates and delivers thoughts instead of focusing his attention on words; it is necessary that he be furnished with knowledge which will help him to help himself, instead of depending on his teacher for every one of the thousand words which he may meet. Whether the third grade pupil learns his multiplication table by adding 2's, or by piling up two-inch blocks, or by measuring off two-inch sections on the yardstick, or by counting groups of two apples, or by committing the facts to memory as you and I did, does not seem to me in the last analysis a vital point, provided he has a level-headed, keen, interested teacher; but if he is ever to perform problems involving typical business transactions it is extremely necessary that those same facts be rooted and grounded in his memory—and at the time, too, when his word memory is strongest.

Definite general directions rarely cripple a teacher, especially if she understands that a valid objection or a reasonable experiment will meet with approval. "Why, you can't find a teacher who wishes any more freedom than that," said a leader among the free lances; "the person who keeps on talking about freedom isn't a teacher, but some one who wants you to have freedom to do as he says."

The assistant not only interprets the course of study and helps teachers to work more out of it than any printed page can ever work in, but, from seeing it in operation and from considering it thru others' eyes, he comes to realize how it needs to be modified, either to meet certain local conditions or to adapt itself to the present educational creed. A language scheme in English which is admirably planned for your sons may prove Greek to the children of the Ghetto; or the course may call for quotation marks in the third grade, but if the children are calling for stories and pictures and games, the marks had best be promoted to the fifth grade. In all such matters the assistant has an especially liberal background for action.

In spite of the fact that very many seem to remain in the service for a long period, supervising officers realize that the schools are actually taught by a body of workers who pass thru the grades in a long procession. After any five years the per cent. of change is about 75, the per cent. of new material 45. Yet the school system must do more than maintain an average; it must adjust itself to a population which is ever increasing in quantity and decreasing in intellectual quality, and it must continually conform to current educational findings. Superintendents in large cities would wrestle with an impossible task if the friction caused by constant change was not overcome thru the efforts of assistants whose knowledge of details is minute, and whose time can be placed at the disposal of teachers who are meeting new problems in organization, instruction, or discipline. The intimate familiarity of an assistant with the conditions pertaining in certain quarters will often enable a teacher to accomplish in a single week tasks which could scarcely have been analyzed and arranged for in a month. No teacher is too thoroly experienced not to welcome the help of a man whose knowledge of the situation can make rough places plain. In this connection, then, the assistant represents a force which prevents the loss of time and energy incident to change. Moreover, most city vacancies are filled either by recent graduates of normal schools, by college graduates with no experience, or by the most enterprising teachers from the small towns and rural schools. The members of each group are blest with youth, ambition, purpose, and zeal, but each needs the counsel and advice which flow from long and intelligent experience. When the novice faces a condition, and not a theory, a dozen difficulties which we could not foresee take form, and a dozen others

which she might never see lurk in ambush. The assistant should be a right-hand man to these beginners, helping them to distinguish between the substantial and the showy, to do thoro teaching, to secure reliable results, to interpret their experience, and to avoid pitfalls. He can meet them in conference and pour oil on the wheels of the first month's difficulties; he can anticipate questions which all are waiting to ask; he can teach with the teacher and for the teacher, thus enlarging

her plan or changing her perspective; he can discuss individual methods and emergency cases. Not infrequently by suggestion, advice, and correction he can raise the standard in individual rooms from below to above the average.

It is imperative that a certain time each week be set apart for office hours, so that each member of the force knows when she may be sure of a hearing.

(To be continued.)

Manual Training Schedule. XIV.*

By Dr. James P. Haney, Director of Manual Training, New York City.

Grade 6A. Girls.

Total time per week 120 minutes, to be divided into two periods of appropriate length, for lessons in object drawing and constructive work with applied design. For constructive work use oak tag, bogus or cartridge paper, gingham, denim, straw board, or other available material.

Design.—In applied design aim to develop knowledge: of Balance—equalized weights or consistency of attractions, Rhythm—continuous or related movement, Harmony—consistency or relationship of masses. Emphasize the proper relation of the decorating mass to the space decorated, and the refinement of the elements of the mass.

(Two lessons each week.)

1. Design for collar, pincushion cover, work bag, head rest, table mat. Original sketches, conventionalized flower form, or draw pattern for picture frame, scrap book or portfolio.
2. Continue with unit for design on cloth, or continue with pattern for constructed form.
3. Complete unit for design on cloth, or complete constructed form.
4. Trace design on cloth, or original sketches, conventionalized flower form, for design for constructed form.
5. Practice painting and commence painting design on cloth, or continue with sketches for unit for design for constructed form.
6. Complete painting design on cloth, or complete unit for constructed form and trace design.
7. Draw pattern for scrap book, portfolio, picture frame, or paint design on constructed form. Grayed colors illustrated on color chart.
8. Continue with pattern for constructed form, or design for work bag, book bag, portfolio. Make original sketches, conventionalized flower form.
9. Complete form of 8th lesson, or continue with unit for design on cloth.
10. Design for constructed form. Original sketches, conventionalized flower form, or complete unit for design on cloth.
11. Complete unit for design for constructed form, and trace, or trace design on cloth.
12. Paint designs: grayed colors illustrated on color chart.

Object Drawing.—Aim to secure correct foreshortening and accent in drawings of familiar cylindrical and prismatic objects. Require careful study of relative size and position of objects in simple groups, and test by pencil holding and pencil measurements of directions and proportions. In all drawings seek quality of line expressive of texture.

(Two lessons each week.)

13. Object Drawing.—Draw cylinder capped by smaller

* An oversight seems to have caused some confusion as regards the succession of articles in this series. The mistake began in the number for February 27, where the installment should have been marked X. Following the order, March 5 would contain part XI, and March 19 XII. This in answer to inquiries. At the close of the series the dates of the various installments will be listed in full.

cylindrical plinth (made of paper) below eye, or picture study: "The Balloon"—Dupré.

14. Sketch group, cylindrical object, as jar or bottle, below eye, and vegetable. Note size and placing; general proportions; relative proportions and position of objects. Sketch whole group lightly.

15. Complete drawing of group. Group placed in position. Errors in proportion and appearance corrected. Complete drawing with attention to rendering.

16. Test Drawing.—Group, cylindrical object and vegetable. Development of lesson to precede drawing.

17. Draw vegetable form, or picture study: "Lost"—Schenck.

18. Draw square prism on side, turned at 30° and 60°. Make several quick sketches of solid turned at different angles.

19. Draw square prism, on side at unequal angles.

20. Test drawing.—Square prism, turned at unequal angles. Development of lesson to precede drawing.

21. Draw vegetable form, or picture study: "Columbus at the Court of Spain"—Von Brozik.

22. Book or box, turned at 30° and 60°. Make several quick sketches of object at different angles.

23. Sketch book or box turned at unequal angles.

24. Complete drawing of book or box.

25. Test Drawing.—Book or box turned at unequal angles. Development of lesson to precede drawing; or picture study: "The Edge of the Woods"—Rousseau.

26. Plant Form Drawing.—Blocking in leaf with turned edges, or paint vegetable with leaves in water color.

27. Blocking in and drawing leaf with turned edges, or paint vegetable or spray in water color.

28. Blocking in and drawing leaf, or simple spray, or paint spray or flower in water color.

29. Draw leaf or simple spray, or paint spray or flower in water color, or picture study: "Moses, Joshua, Elijah"—Sargent.

DESIGN DECORATIVE ARRANGEMENT.

30. Design for initial letter, tail piece, note-book cover, composition or library list cover. Decorative arrangement, spray of leaves. Make sketches.

31. Complete decorative arrangement.

32. Trace design.

33. Practice painting for design. Grayed colors, illustrated on color chart.

34. Paint design.

The senate of the Mississippi legislature has passed a child labor bill by a large majority. The bill provides that no child under twelve years of age shall be employed in any factory, that no child under fourteen shall be employed to do night work, and that no minor can be employed without an affidavit as to his age and the written consent of his parents. The mill manager who violates this law is liable to a fine of \$500 and imprisonment in the county jail for six months or both.

The Milwaukee school board elected Supt. Carroll G. Pearse, of Omaha, superintendent of schools for three years on the two hundred and third ballot. The salary was raised to \$6,000 per year.

National Educational Association.

Program of the St. Louis Convention.

The executive committee of the N. E. A. had hoped to be able to make full announcements at this date of railroad rates and ticket conditions for the St. Louis convention as well as of all local arrangements; but the Central Passenger Association, thru whose territory most of our members must travel, will not make announcement of rates until after their meeting on the 24th inst. Local arrangements will depend on the time limit of tickets which it is expected will be not less than fifteen days.

The committee has secured two valuable concessions for enrolled members: The Inside Inn, the only hotel within the Exposition grounds, will be the Association headquarters. The management has agreed to grant a concession of fifty cents per day, American plan, to enrolled members to the extent of 1,500 rooms (two persons in a room). This will insure accommodations for 3,000 persons at \$2.50 per day, American plan, without bath, or \$4.00 per day with bath.

The local committee expects to secure special rates to enrolled members at various hotels near the grounds, and in private homes in that section of the city.

It is expected that the various state headquarters will be in their respective state buildings on the Exposition grounds, which are nearly all located on the Plateau of States near the Inside Inn.

The Exposition authorities will grant such concessions on admissions to enrolled members that the annual membership fee (\$2.00) and also a coupon book of ten admissions to the Exposition (\$5.00) will both be supplied at the time of registration for \$5.00. All meetings will be held within the Exposition grounds.

The following preliminary programs are announced by the respective presidents. Complete and revised programs will appear in the Official Bulletin to be issued at an early date.

General Sessions.

President, John W. Cook, DeKalb, Ill.

Tuesday, June 28, 9:30 A. M.

Addresses of Welcome—Governor A. M. Dockery, of Missouri; State Supt. W. T. Carrington, of Missouri; Mayor Rolla Wells, of St. Louis; Supt. F. Louis Soldan, St. Louis; W. S. Chaplin, chancellor of Washington university, St. Louis; Hon. D. R. Francis, president, Louisiana Purchase Exposition; Howard J. Rogers, director of congresses, Louisiana Purchase Exposition.

Responses—Hon. W. T. Harris, commissioner of education of the United States; Pres. E. A. Alderman, of Tulane university.

The Place of the Church in American Education—Edmund J. James, president of Northwestern university, Evanston, Ill.

President's Address.

Wednesday, June 29, 9:15 A. M.

Popular Education in England.

Educational Possibilities for the Country Child in the United States—Supt. O. J. Kern, of Winnebago county, Rockford, Ill.

The New Departure in Secondary Education—J. J. Sheppard, principal of High School of Commerce, New York city.

The Place of the Small College—George A. Gates, president of Pomona college, Claremont, Cal.

7:30 P. M.

Art Exhibits in the Exposition—Halsey C. Ives, chief of department of art, Louisiana Purchase Exposition.

Thursday, June 30, 9:15 A. M.

Education of the Southern Negro—Booker T. Washington, president of Tuskegee institute.

Popular Education in France.

Education in Porto Rico—Samuel M. Lindsay, commissioner of education of Porto Rico.

Education in the Philippines—E. B. Bryan, ex-superintendent of education, Philippine islands.

7:30 P. M.

Architecture of the Exposition—E. L. Masqueray, chief of design, Louisiana Purchase Exposition.

Friday, July 1, 9:15 A. M.

The Preparation of Teachers in Germany—(Speaker to be supplied).

An Educational Creed—Z. X. Snyder, president of State Normal school, Greeley, Col.

The Limitation of the Superintendent's Authority and the Teacher's Independence—Supt. Aaron Gove, Denver, Col.

The Argument for the Teachers' Federation—Miss Margaret A. Haley, president of National Federation of Teachers, Chicago, Ill.

7:30 P. M.

Sculpture and Decoration at the Exposition—Karl T. F. Bitter, director of sculpture, Louisiana Purchase Exposition.

Department of Kindergarten Education.

President, Miss Jennie B. Merrill, New York City.

Tuesday, June 28—Joint session with Department of Elementary Education.

Friday, July 1—(Program to be announced later).

Department of Elementary Education.

President, Miss Ada Van Stone Harris, Rochester, N. Y.

Tuesday, June 28—Joint meeting with Kindergarten Department.

The Relation of the Kindergarten and Elementary School as Shown in their Exhibits.

a. From the Kindergarten Standpoint—Miss Patty Hill, Louisville, Ky.

b. From the Elementary School—Charles B. Gilbert, New York city.

Discussion—Three minute speeches from many leading kindergartners and teachers representing prominent state and city exhibits.

Thursday, June 30.

The Natural Activities of Children as Determining the Industries in Early Education—Miss Sarah C. Brooks, Baltimore, Md.

Discussion—G. Stanley Hall, Worcester, Mass.; Myron T. Scudder, New Paltz, N. Y.

Avenue of Language Expression in the Elementary School—Percival Chubb.

Discussion—Mrs. Ella F. Young, Chicago, Ill.; F. W. Cooley, Evansville, Ind.

Department of Normal Schools.

President, Lewis H. Jones, Ypsilanti, Mich.

Topic—The Teaching of Geography.

a. How Can Teachers Make Better Use of "Out of Doors" in Teaching Geography?

b. What Does the St. Louis Exposition Offer as Illustrations of the Local Reactions of Man upon His Environment in Every Part of the World?

Topic—In how far may Child Psychology take the Place of Adult Psychology, or Rational Psychology, in the Training of Teachers?

Topic—What is the Net Gain to Education from the Recent Investigations into Physiological Psychology?

While a number of prominent speakers have been secured, definite assignments to topics cannot be announced at this date.

Department of Manual Training.

President, Arthur H. Chamberlain, Pasadena, Cal.

Wednesday, June 29—Joint session with Department of Indian Education.

3. Manual Training in Germany as Shown by exhibits—Dr. Alwin Pabst, director of Manual Training college, Leipzig, Germany.

4. Reports on work as shown by exhibits—(a) From the Teachers College, New York, Miss Mary B. Hyde; (b) Indianapolis, Ind.; (c) New York city schools; (d) Pacific coast; (e) Bradley Polytechnic institute, Peoria, Ill.—Charles A. Bennett.

Friday, July 1.

1. The Manual Training High School versus Optional Work in the Regular School—Charles B. Gilbert, New York city.

2. What May be Done in the Country Schools—Alfred Bayliss, Springfield, Ill.

3. Progress in the South as Shown by Exhibits—(Speaker to be supplied).

Department of Child Study.

President, E. A. Kirkpatrick, Fitchburg, Mass.

Tuesday, June 28.

General Topic—Methods of Scientific Child Study.

Distribution of a printed paper by Will S. Monroe, describing the different types of child study, with directions as to where exhibits of the same are to be found.

Laboratory Tests as a Means of Child Study.

The Questionnaire in the Study of Children.

A General Critique of Child Study Methods.

Problems yet to be Solved and Modes of Attack.

Philippine and American Children Compared.

Thursday, June 30.

General Topic—Practical Child Study.

Diagnosis of Capacities and Defects of Children.

Modes of Dealing with Exceptional Children.

After the reading of these papers the section will divide into round tables to discuss the following topics:

The Study of Children in the Kindergarten.

The Study of Children in the Grades.

The Study of High School Pupils.

The Teaching of Child Study in the Normal Schools and Universities.

President Kirkpatrick is sending out circulars to all persons engaged in child study, with the view of securing an exhibit at the exposition of appliances, outlines, methods, and results of child study. Assignment of speakers will be announced later.

Department of Science Instruction.

President, W. A. Fiske, Richmond, Ind.

Wednesday, June 29.

Discussion of Exposition Exhibits.

1. A Comparative Study of the Methods of Science Instruction of the Various Countries as Shown by their Exhibits—Wm. J. S. Bryan, principal of Central High school, St. Louis, Mo.

2. The Nature and Educational Value of the Scientific Exhibits of High Schools and Colleges of the United States—Prin. George Platt Knox, of Garfield school, St. Louis, Mo.

3. The Success and Failure of Scientific Teaching as Shown by the Various Exhibits. (Speaker to be supplied.)

4. Applied Geography, illustrated from the Louisiana Purchase—Arthur G. Clements, University of the State of New York.

Library Department.

President, Nathan C. Schaeffer, Harrisburg, Pa.

Library Work in Normal Schools—Pres. Theodore B. Noss, of the State Normal school, California, Pa.

Discussion led by Miss Grace Salisbury, librarian of State Normal school, Whitewater, Wis.

The Place of the Library in Class Instruction—Clarence E. Meleney, associate superintendent, New York City.

(Program to be completed.)

Department of Special Education.

President, J. W. Jones, Columbus, Ohio.

Wednesday, June 29.

1. President's address.

2. What Teachers May Learn from the Model Schools of the Deaf and Blind and their Exhibits—Supt. S. M. Green, of the Missouri School for the Blind, St. Louis.

3. Sight and Hearing in Relation to Education—Oscar Christman, professor of paidology, Ohio university, Athens, O.

Friday, July 1.

1. Report of Commission on Statistics Relative to Children in the Public Schools of the United States who Need Special Methods of Instruction—F. W. Booth, editor of *Association Review*, Mt. Airy, Philadelphia, Pa.

2. The Chicago Hospital School for Nervous and Delicate Children; Its Educational and Scientific Methods—Miss Mary R. Campbell, secretary, Chicago, Ill.

3. The Teacher and the Defective Child—Dr. M. A. Goldstein, St. Louis, Mo.

Department of Indian Education.

President, R. A. Cochrane, Talklai, Ariz.

Monday, June 27, 9:30 A. M.

Preliminary session at which addresses will be delivered by Most Rev. J. J. Glennon, D. D., archbishop of St. Louis, Mo.; Hon. W. A. Jones, U. S. commissioner of Indian affairs; Supt. F. Louis Soldan, of St. Louis; D. R. Francis, president of the Universal Exposition, St. Louis, Mo., and other prominent officials of the Exposition.

Tuesday, June 28—Joint session with the Department of Elementary Education.

Wednesday, June 29—Joint session with the Department of Manual Training.

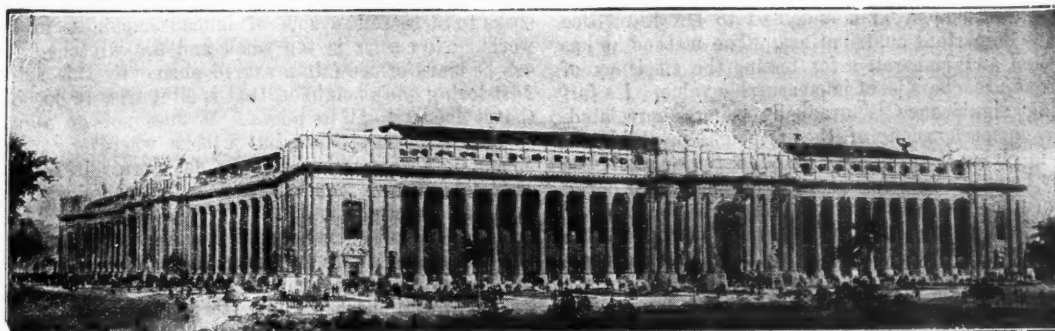
Thursday, June 30.

Round Table Conference of Indian Workers.

Friday, July 1.

Round Table Conference of Indian Workers.

Programs for the other departments are not yet ready for announcement but will be completed at an early date.



Palace of Education, Louisiana Purchase Exposition.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 2, 1904.

Compulsory Education.

Several states have adopted compulsory education laws which permit of no discretion on the part of localities. Drastic measures have been instituted in some instances to let parents feel the hard hand of the State. Compulsory education laws are justified if the aim is to vouchsafe to the children the benefits of an efficient preparation for life as self-supporting moral individuals. But there the justifiability ends. State interference in communal affairs is a dangerous thing at best. Arrogance in interferences of this sort is un-American and should not be tolerated.

If poor parents send their children to school with scrupulous regularity as a general rule, and under extreme material pressure call upon these children to assist in an appropriate way in supplying necessities, the enforcement of compulsory laws should proceed with extreme caution.

For instance, in a rural community a father felt compelled to keep his children from school for a few days to assist in haying. The work had to be done to get the hay under cover in time to save its value. Yet the State officers decided that the father did wrong and should be punished. A committee of broad-gauged educators would probably decide that the education the children obtained by sharing in a small way in the labor for their families was fully as valuable as that which the three R's of the district school would have yielded them in the few days they were marked absent. The local school authorities, in fact, were satisfied that the parents should not be censured. But the unsympathetic machinery of State laws made no allowances.

Or take this example: An Italian bootblack was arrested and taken before a police magistrate to give reasons why he should not be imprisoned for keeping his fifteen-year-old daughter from school. His daughter had been told by her teacher that her health required her staying at home until after the Easter vacation. The law enforcers knew nothing about this and did not take the trouble to inform themselves. The father had to spend a night in jail, engage a lawyer to plead his case, and was then dismissed. The teacher in conjunction with the principal and the local communal school authorities should be given full discretion to set in motion any compulsory machinery that may be needed with pupils enrolled on the school register. But these things will never be rightly managed until the school community idea with all its logical inferences is fully understood and translated into practice. American principles must govern the common school affairs.

Searching for Tests of Efficiency.

The educational world is indebted to Dr. J. M. Rice for many important contributions. The method he has discovered and elaborated for testing the efficiency of schools and teachers is of immeasurable value. Its far-reaching significance is gradually being appreciated. Proper comprehension of the principle involved will result in giving it yet greater practical force than it has already begun to reveal. The first devoutly to be hoped for consummation will be that parents may acquire the ability of satisfying themselves in some simple way as to the efficiency of a school. They are, after all, the people who must determine whether or not their children are getting full value at school. The teacher is supposed to be an expert in education, as the lawyer is supposed to be versed in legal lore and procedure, and the physician

in the art of healing. But people have acquired some tangible standards for judging a lawyer and a physician. With teachers the case has been different. Even superintendents have been known to lack judgment of teachers. "What results can we generally expect?" is the question that must be answered before a test of efficiency can be applied to school work. Testing by results has long been the practice in ordinary life. That it has largely failed of application in educational procedure has been due to the lack of agreement as to what are desirable results and what are reasonable expectations.

Standards, plain and tangible standards, are wanting in the minor divisions of educational efforts. Justice may be the principle of jurisprudence, health of medicine, but almost each individual act in these two professions can be judged by an appropriate standard of minor theoretical, but nevertheless important, practical bearing. In teaching, generalities and the subtler teleological considerations are too much in evidence as blankets for unsatisfactory work. Easily applied standards of a more unmistakable nature going straight to the point at hand are wanting. Dr. Rice has pointed out the way, and the Society of Educational Research is endeavoring to work out an educational reform upon the solid groundwork of approved standards of educational efficiency. Every friend of the new movement should become identified with the Society.

Messengers of Joy.

Spring is really here again. The song sparrows were the first to proclaim his coming. When the children of men could see only signs of winter about they knew that he was already wielding the scepter. The feel of the air told them. Lingering winter could not make them cease their songs of welcome to the new ruler. And the children of men thank their "little brethren of the air" for this first message of the awakening of the earth from its long winter sleep.

It is easy to warble songs of glee when all nature is overflowing with joyousness. But it takes a brave heart to have faith and hold on when the storms are blowing and frost is nipping the too trusting buds, faith that a good time is coming and already come. That is why every one of us loves the heralds whose eyes have been made keen by ceaseless watching for the first signs of a new joy. Looking for the good makes one as expert in finding the good as does honest and persistent search for anything else. And is it not worth while? Ask the song sparrows what fun there is in feeling the coming of spring when the rest of the world keep their eyes fixed to the ground and see only proofs of winter.

Messengers of joy sometimes become school teachers. Again there are teachers who have become messengers of joy. Wherever either one of these is at work there the world looks sunny and cheerful. Trustees and ceiled rooms and decorations and comforts may contribute to the brightening of school life, but they cannot give that something which is needed to make the school a temple of joyous activity. This something must dwell in the teacher's heart. It is the spirit which seeks to increase the sum of human happiness in the world. No corner is too small and too wretched but can be transformed into a sacred shrine by this spirit. Just loving one's neighbor, that is all it tries to do. But that it does with all its might. It does not go abroad to look for fields of labor, but it looks wherever it may be and does whatever it finds to do there. It relieves distress, dispenses comfort, and cheers those who are most in need of cheer.

There are discouraged children in many schools. Often they are known only as indifferent and lazy when the history of the growth and indifference and laziness would reveal a heart-breaking story of discouragements. Honest effort may be misunderstood or not recognized at all. In either case the child that put forth this effort

may lose ambition. The difficulties under which he labors may appear trivial to the eyes of grown-ups who cannot sympathize with his struggles, but they are nevertheless real and hard to bear for him. Do you not think that a sympathetic teacher could do much for him if she but knew? Encouraging teachers are not very plentiful, however.

There is not much temptation to be well behaved for a boy if he is commonly regarded as a good-for-naught. Yet the right sort of teacher will usually find a way to his heart. Apparent signs of wickedness notwithstanding she will search for the good in him and foster and cultivate it by encouragement and kindly help. Every indication of awakening desire to improve will be greeted as the promise of a new life. Honest recognition of honest endeavor to know and do what is right will do a world of good. Without such support the courage to keep on trying will wane. An adult would fail. Should we expect greater courage and stronger will power in a little child? The song sparrow who knows from the feel in the air that spring is drawing near has a lesson for the teacher. Look up and forward; go out to meet the incoming of the new life with rejoicing.

The Sunday School Movement.

The formation of a "Sunday School Commission" to disseminate information and materials of every kind for Sunday school purposes cannot but arouse the attention of those who labor in the public schools. At a point selected in New York city (29 Lafayette Place), more than 8,000 individual objects are on exhibition from which teachers and superintendents may order. Here are maps, charts, books, lesson-leaflets, certificates, records, &c., so that one gets the idea that the Sunday schools recognize the value of "aids" in carrying forward their useful work.

There is at last a recognition that the teaching done in the religious school should be as pedagogical as that done in the secular school; but it has taken a century almost to have it acknowledged. There are now thirteen teachers' manuals, 143 lesson plans of one sort, fifty-seven of another. Then there are plans for conducting training classes, on (1) Practical Primary Methods, (2) on the Catechism, (3) on Pedagogical Methods, (4) Practical Principles, (5) The Catechetical Method, (6) Getting in Touch with Pupils, (7) organization, grading, &c., (8) superintendence.

There is not a reader but is interested in the progress of the religious school, for he knows well that, no matter how valuable the multiplication table may be to the pupil, a determination to live righteously is far, far more so. The methods employed in almost all the religious schools are fatally defective, this has been admitted to be true for years. The awakening of the secular teacher to the absolute need of a knowledge of pedagogy (beginning about 1880), produced an effect beyond their schools. Many assisted in the religious school and they felt, as well as saw, the utter inappropriateness and inadequacy of what was done under the name of teaching.

It was absurd that a boy when he arrived at, say the grammar school grade, wanted no more of the religious school; the cause was a total want of respect for the methods pursued. A clergyman declares the question to be set before the church is, "How can we deal with the Sunday school more honestly, with a serious and honorable purpose to make it *as a school* worthy of a child's respect?"

And he proceeds to answer this question (which is an appropriate one for the secular teacher also) by saying that the teachers must be trained. He recognizes the absolute need of a knowledge of educational principles and of a teaching spirit.

We call attention to this movement in the religious school because there is no small number in the secular school that decry pedagogy; at all events there is a vast number of unpedagogical teachers at work in the secular

school. The reason so many young men and women stay out of the secular school is because they have no respect for it. In a district in Dutchess county, on the appearance of a teacher whom they felt could do something for them, the young men and women returned to the school in such numbers that it was crowded as it had not been for years.

We hope the time is not so far distant when the secular school will be made "worthy of the child's respect." Of course we mainly have in view the rural schools, but there are still villages, towns, and cities where the teacher is selected by the politician. The beginning has been made of demanding fitness in the teacher in the secular school, and this has spread to the religious school. The movement is a righteous one; let it go on to its consummation.

Honors to a Great Educator.

President Eliot, of Harvard university, reached his seventieth birthday on March 20. In the press of the country and in the speeches of leading citizens he has been greeted as the greatest American educator and one of the greatest living Americans.

At Harvard, over which he has presided thirty-five years, the faculty presented Dr. Eliot with a loving cup. The cup, which was appropriately inscribed, was a beautiful reproduction of a Greek vase of the fifth century B. C. A mass meeting of the Harvard undergraduates was held and an engrossed address signed by nearly 10,000 Harvard men was presented to President Eliot. At the same time it was announced that the Harvard students had subscribed \$5,000 for a portrait of himself and Mrs. Eliot, to be hung in the Harvard Union.

The address bore the signatures of many distinguished men, including President Roosevelt, Chief Justice Melville W. Fuller, John Hay, Senators Lodge and Hoar, and Edward Everett Hale. It read in part:

"You have upheld the old studies and uplifted the new. You have given a new definition to a liberal education. The university has become the expression of the highest intellectual forces of the present as well as of the past.

You have held from the first that teacher and student alike grow strong thru freedom. Working eagerly with you and for you are men whose beliefs, whether in education or in religion, differ widely from your own, yet who know that in speaking out their beliefs they are not more loyal to themselves than to you. By your faith in a young man's use of intellectual and spiritual freedom you have given new dignity to the life of the college student.

The universities and colleges thruout the land, tho some are slow to accept your principles and adopt your methods, all feel your power and recognize with gratitude your stimulating influence and your leadership.

Thru you the American people have begun to see that a university is not a cloister for the recluse, but an expression of all that is best in the nation's thought and character.

Your influence is felt in the councils of the teachers and in the education of the youngest child.

As a son of New England you have sustained the traditions of her patriots and scholars. By precept and example you have taught that the first duty of every citizen is to his country. In public life you have been independent and outspoken; in private life you have stood for simplicity. In the great and bewildering conflict of economic and social questions you have with clear head and firm voice spoken for the fundamental principles of democracy and the liberties of the people."

A New Orleans newspaper has given a fund to be used annually to give a prize to a person who has rendered a distinguished service. This year the prize was given to Miss Sophia Wright, who fifteen years ago started a free night school for those whose daily employment barred them from the public schools.

Letters.

Why Only Thirty Per Cent?

The editorial article under this heading printed in THE SCHOOL JOURNAL of March 26, contains some extremely interesting statements. That the thirty per cent. of college students coming from the public schools are able to take the honors from the seventy per cent. recruited from private schools is certainly the highest tribute to the efficiency of the common schools. Of course there is room for improvement not only in school programs, but also in the teaching force, and the welfare of the people, as well as the increasing efficiency of their institution, demands that all our school authorities be ever alive to the importance of constant progress. The very results are desirable for their own sake, not because they enable public school graduates to outrank their private school competitors in college. Seventy per cent. of the boys who enter college are a small part of all the boys who attend the lower schools, and can be spared from the common schools without seriously endangering their usefulness or their permanency. The loss falls upon the "seventy per cent.," as President Eliot testifies. Their parents are well-to-do and can afford to pay private tuition in addition to public school tax.

There are various reasons why people patronize private schools in preference to public schools. Among them we note the following:

1. Some pupils fall behind their classes, cannot or will not do the work necessary to keep up. The cause may be native inability, or it may be irregularity in attendance, lack of ambition, failure to put forth effort. Some of these are often due to parental misgovernment or lack of proper home training. The pupils become dissatisfied, and rather than be left behind their mates try to induce their parents to send them to a private school. These parents, no doubt, usually come to the conclusion that the school is to blame for their children's failure to progress satisfactorily, and here goes a portion of the "seventy per cent."

2. Some parents wish their children to take up the study of Latin, French, German, or other branches much earlier than they can in public school. The course of study drives these away.

3. The main, reason, however, is the opinion or feeling that the common schools are too "common." Too many parents of wealth think their precious little ones would be contaminated by associating with the children of the poorer and "lower" classes, and to keep them away from these, as well as to get them into "good" society, these parents patronize private schools, even tho not regarding them as superior. If programs were perfect and teachers were angels, this state of affairs would continue to exist as long as "snobs and snobbery" exist. To abolish these should be one purpose of the common school.

4. Many pupils drop out of high school, especially during the first year, the reason too often being that the method of teaching is so different from that to which they were accustomed in the grammar school. They miss the individual help they got in the lower grades, the sympathy and encouragement always given them by their grade teacher. Every lesson is assigned by a different instructor who frequently forgets there are so many other instructors each having a "pet" branch. Some of those dropping out go to a business college or an academy.

The private school is primarily a business institution, secondarily an educational one. It will induce or oblige its students to absorb as much learning as it can without endangering their attendance. It can adjust itself in all respects to individual needs. Trade must be held. So when pupils enter the private school, the authorities bestir themselves (a) to "satisfy the trade," and (b) to do the pupils as much good as possible under existing

conditions. It thus happens that these schools can often please both pupil and patron better than can the public school with its singleness of purpose, its unyielding course of study, its justice, and its belief in "equal rights to all."

If parents wish their children in grammar grades to take up the study of a language other than English, why not make provision for this work? If they wish their children in the high school to omit certain studies, or to add others, should they not be accommodated? We should act on the principle that the schools are for the children, that "the common schools belong to the people," and that their product should be men of the highest type of intellectual, moral, and physical excellence. When all school authorities so act, the "thirty per cent.," will grow towards seventy per cent., and our common schools will have better attendance and better results, for even now the best thought of the country is in close sympathy with them and their mission.

J. K. ELLWOOD,
Pittsburg, Pa.

Principal, Colfax School.

A Common Mistake.

The gift by Mr. Carnegie of one and a half millions to the Engineering Institute of New York city will be noted in every newspaper. But possibly his remarks a year ago, when he suggested his willingness to make a handsome donation, may not be remembered. He said in effect that he liked the engineers because they were the best samples of men who felt they "did not know it all." Just what class of persons was aimed at in these few sharp words is not known, but that charge has been made again and again against the teaching class. But it is not as true to-day as it once was.

The instance is recalled of a man who became principal of one of the schools in a city and then suspended study, contenting himself with the daily newspaper. The wave of educational progress reached the board of education, and, during the summer, they decided to have lectures given on pedagogy to the teachers, and this principal was mentioned as a suitable person. It seemed reasonable to them that one who had been in education for twenty years ought to know a good deal about education. A sum of money (\$600, we believe), was appropriated to pay the lecturer.

On hearing of this the principal returned and purchased books and undertook to prepare for the lectures; by obtaining help from outside the lectures were given, but he was not invited the second year; the board had discovered he knew too little about education.

In 1900, it is estimated that the demand for those understanding educational principles was twice as great as in 1880. The demand is sure to increase. In fact, a new era has dawned upon the teacher. Those who merely know how to read, spell, write, and compute will not be dignified with the name of teacher in coming years.

Educational Foundations was planned to aid those teachers who realized that a new educational era was dawning. It is not a "teacher's paper" as that term is usually employed, nor is it an "educational review." It is planned to be a *text-book for students of education*.

There are superintendents of villages, towns, and small cities; there are principals of schools; there are assistants in graded schools; there are teachers in multi-graded schools who feel able, with additional professional knowledge, to occupy wider fields of usefulness. These eminently feel that they "do not know it all;" they are willing to devote time and labor to prepare themselves for the "wider field;" they need a special text-book, and we firmly believe that *Educational Foundations* will meet their needs.

I value your excellent SCHOOL JOURNAL highly. You keep it abreast of the times. The recent articles by McAndrew are all right.
LINDSEY WEBB,
Milwaukee, Wis. Principal of School 18.

School Law: Recent Legal Decisions.

Compiled by R. D. Fisher.

Powers of Boards Over Contracts.

The Iowa supreme court has decided that under the state code providing that a school township may purchase books up to a certain amount, and shall provide for them by a levy of the contingent fund, the board may order books, tho no contingent funds are on hand at the time.

The same court has held that a school township has power to contract for the purchase of school supplies, altho, at the time the contract is executed, there is no contingent fund on hand.

The New Jersey courts have held that, where the statute does not require the board of education to invite proposals and award its contracts for the purchase of supplies to the lowest bidder, it may, after receiving proposals, act independently of them in awarding the contract, when its power is exercised in good faith and with reasonable discretion.

Power to Incur Indebtedness.

The Illinois courts hold that a school district's indebtedness is not increased by the mere acceptance by the school board of a bid to construct school buildings, it being then understood that a formal contract would be signed later, to be acceptable to the board, and that the contractor would furnish a bond.

District Expenses.

The New York supreme court has decided that the members of a school district meeting, constituting a committee to investigate the financial affairs of the district, are not district officers under the consolidated school law. Thus, they cannot be allowed expenses in suits against them growing out of the performance of their official duties, and, tho sued for libel on account of their report, cannot recover from the district the expenses of the district.

Health Regulations.

The supreme court of Kansas has held that, in the absence of a lawful regulation, a board of education has no authority, when the disease of smallpox does not exist within the city, to deny to children of school age admission to the public schools, because they have not been vaccinated.

Where the law of the state provides that the state board of health shall supervise the health interests of the people of the state, and shall adopt such rules as may be necessary, the board of health does not have the power to provide that no person shall be admitted into public or private schools until successfully vaccinated.

The supreme court of Minnesota holds that a general grant of power to municipalities to do all acts and make all rules necessary for the preservation of the public health, gives it power to enforce, in cases of emergency rendering it reasonably necessary, and for the prevention and spread of smallpox, a regulation requiring children to be vaccinated as a condition to their admission in public schools. Hence, the regulation by the health commission of St. Paul, requiring children to be vaccinated as a condition to their admission to the public schools, is valid and enforceable.

Assessment for Improvements.

The Pennsylvania supreme court has decided that public property owned by a sub-school district, and used exclusively for the purposes of public education, is not subject to local assessment for municipal improvement. This decision holds when the statute does not expressly make it so, but provides for the collection of such assessment by sale of the property.

Vaccination.

The New York appellate division has decided that the law requiring vaccination as a condition of attendance on public schools is constitutional. Such a law operates equally upon all persons within the state, and violates no specific individual guarantee of the constitution. It does not deprive any member of the state of "any of the rights or privileges secured to any citizen thereof, unless by the law of the land or the judgment of his peers." Such a statutory requirement does not deprive any person of the equal protection of the law under the constitution of the United States. So it may be enforced as a condition precedent to the attendance on public schools, it being a valid exercise of the police duty of the state.

Authority of School Boards.

The Nebraska courts have held that a district school board has no authority to purchase or lease a school-house site, unless directed by the electors of the district at an annual or special meeting. The purchase of a site by the board without being so directed is not binding on the school district. That the electors of a school district have lawfully designated a particular site to which to move the school building is not an implied direction to the board to purchase or lease the site.

School Taxes.

The Illinois supreme court has rendered an important decision in regard to school and building taxes. The statutes provide that, for supporting schools and repairing and improving school-houses, the directors shall be authorized to levy an annual tax, not to exceed a certain per cent., for educational purposes, and a certain other per cent. for building purposes. Therefore, the court has decided that a school district can levy but two taxes—one for educational and the other for building purposes. The proceeds of the latter are applicable to the payment of outstanding bonds issued to build a school-house.

Liabilities of School Boards.

The Tennessee courts have held that when the members of school boards, thru neglect, lose the money belonging to the district, they, jointly and severally, are liable to the district for the full amount lost, with interest. In the case before the court it was shown that the school board permitted an insolvent contractor to receive the contract price before the building was completed. After the building had been destroyed by fire he was permitted to collect the insurance, and so part of the school fund was lost to the district. The members of the board were held personally liable for this loss.

The Removal of a Teacher.

The Massachusetts courts have decided that a teacher, removable for neglect of duty or other sufficient cause, cannot be removed on the grounds of mere expediency or convenience. That is, unless he has forfeited his office for one of the following statutory causes: gross neglect of duty, scandalous immorality, mental incapacity, or any other just and sufficient cause. A mere charge against him of jealousy toward other members of the teaching force, and want of confidence in his colleagues and in the trustees, unaccompanied with an allegation of actually existing mischief caused thereby, is not sufficient ground for removal. A teacher in any academy or seminary cannot be tried and removed for misconduct without having the offense with which he is charged freely and plainly, substantially and formally, described to him. Such a removal necessitates legal proceedings, with both sides represented by counsel.

Cannot Recover for Back Services.

The New York courts have held that a private school teacher cannot recover for back services under certain conditions. Under a contract in which the school principal undertakes to instruct a pupil, protect him, and provide for his physical wants, no part of the compensation agreed upon can be recovered if, after the pupil left the school, the principal refused to receive him back.

Eligibility of Teachers.

The Illinois supreme court has decided that the law of that state does not require the highest order of talent or qualification in a teacher to make him eligible for employment. It only requires average qualifications and ability, and the usual application to the discharge of his duties, to fulfill his contract. A teacher's certificate of qualification obtained from the examining superintendent is *prima facie* evidence of his being qualified to perform the duties of a teacher. It devolves on the school directors to prove incompetency or neglect of duty when they have dismissed him for either of such causes.

A New Book.

The following story was recently told by a well-known publisher to emphasize the extreme tendencies of many of our present-day educational books as well as fiction:

"The discouraged author sat in the publishers' office. Nature books stared at him from the desks and tables and there seemed little demand for any of his work.

"Of course there are styles in literature," the publisher said, encouragingly, "and one must try to meet the demand that happens to be in vogue at a particular time. Now, books about nature—"

"All right," answered the perturbed author. "I'll do my best. I'm going right home now to begin work on my latest book. I'm going to call it 'How to Tell the Wild Flowers from the Birds'."

Special efforts are being made by the war department to secure teachers for the Philippine schools. Over 160 vacancies exist at the present time. Special examinations are to be held in several large cities almost immediately to secure an eligible list.

Letters.

Why Only Thirty Per Cent?

The editorial article under this heading printed in THE SCHOOL JOURNAL of March 26, contains some extremely interesting statements. That the thirty per cent. of college students coming from the public schools are able to take the honors from the seventy per cent. recruited from private schools is certainly the highest tribute to the efficiency of the common schools. Of course there is room for improvement not only in school programs, but also in the teaching force, and the welfare of the people, as well as the increasing efficiency of their institution, demands that all our school authorities be ever alive to the importance of constant progress. The very results are desirable for their own sake, not because they enable public school graduates to outrank their private school competitors in college. Seventy per cent. of the boys who enter college are a small part of all the boys who attend the lower schools, and can be spared from the common schools without seriously endangering their usefulness or their permanency. The loss falls upon the "seventy per cent.," as President Eliot testifies. Their parents are well-to-do and can afford to pay private tuition in addition to public school tax.

There are various reasons why people patronize private schools in preference to public schools. Among them we note the following:

1. Some pupils fall behind their classes, cannot or will not do the work necessary to keep up. The cause may be native inability, or it may be irregularity in attendance, lack of ambition, failure to put forth effort. Some of these are often due to parental misgovernment or lack of proper home training. The pupils become dissatisfied, and rather than be left behind their mates try to induce their parents to send them to a private school. These parents, no doubt, usually come to the conclusion that the school is to blame for their children's failure to progress satisfactorily, and here goes a portion of the "seventy per cent."

2. Some parents wish their children to take up the study of Latin, French, German, or other branches much earlier than they can in public school. The course of study drives these away.

3. The main reason, however, is the opinion or feeling that the common schools are too "common." Too many parents of wealth think their precious little ones would be contaminated by associating with the children of the poorer and "lower" classes, and to keep them away from these, as well as to get them into "good" society, these parents patronize private schools, even tho not regarding them as superior. If programs were perfect and teachers were angels, this state of affairs would continue to exist as long as "snobs and snobbery" exist. To abolish these should be one purpose of the common school.

4. Many pupils drop out of high school, especially during the first year, the reason too often being that the method of teaching is so different from that to which they were accustomed in the grammar school. They miss the individual help they got in the lower grades, the sympathy and encouragement always given them by their grade teacher. Every lesson is assigned by a different instructor who frequently forgets there are so many other instructors each having a "pet" branch. Some of those dropping out go to a business college or an academy.

The private school is primarily a business institution, secondarily an educational one. It will induce or oblige its students to absorb as much learning as it can without endangering their attendance. It can adjust itself in all respects to individual needs. Trade must be held. So when pupils enter the private school, the authorities bestir themselves (a) to "satisfy the trade," and (b) to do the pupils as much good as possible under existing

conditions. It thus happens that these schools can often please both pupil and patron better than can the public school with its singleness of purpose, its unyielding course of study, its justice, and its belief in "equal rights to all."

If parents wish their children in grammar grades to take up the study of a language other than English, why not make provision for this work? If they wish their children in the high school to omit certain studies, or to add others, should they not be accommodated? We should act on the principle that the schools are for the children, that "the common schools belong to the people," and that their product should be men of the highest type of intellectual, moral, and physical excellence. When all school authorities so act, the "thirty per cent.," will grow towards seventy per cent., and our common schools will have better attendance and better results, for even now the best thought of the country is in close sympathy with them and their mission.

J. K. ELLWOOD,
Pittsburg, Pa.

Principal, Colfax School.

A Common Mistake.

The gift by Mr. Carnegie of one and a half millions to the Engineering Institute of New York city will be noted in every newspaper. But possibly his remarks a year ago, when he suggested his willingness to make a handsome donation, may not be remembered. He said in effect that he liked the engineers because they were the best samples of men who felt they "did not know it all." Just what class of persons was aimed at in these few sharp words is not known, but that charge has been made again and again against the teaching class. But it is not as true to-day as it once was.

The instance is recalled of a man who became principal of one of the schools in a city and then suspended study, contenting himself with the daily newspaper. The wave of educational progress reached the board of education, and, during the summer, they decided to have lectures given on pedagogy to the teachers, and this principal was mentioned as a suitable person. It seemed reasonable to them that one who had been in education for twenty years ought to know a good deal about education. A sum of money (\$600, we believe), was appropriated to pay the lecturer.

On hearing of this the principal returned and purchased books and undertook to prepare for the lectures; by obtaining help from outside the lectures were given, but he was not invited the second year; the board had discovered he knew too little about education.

In 1900, it is estimated that the demand for those understanding educational principles was twice as great as in 1880. The demand is sure to increase. In fact, a new era has dawned upon the teacher. Those who merely know how to read, spell, write, and compute will not be dignified with the name of teacher in coming years.

Educational Foundations was planned to aid those teachers who realized that a new educational era was dawning. It is not a "teacher's paper" as that term is usually employed, nor is it an "educational review." It is planned to be a text-book for students of education.

There are superintendents of villages, towns, and small cities; there are principals of schools; there are assistants in graded schools; there are teachers in multi-graded schools who feel able, with additional professional knowledge, to occupy wider fields of usefulness. These eminently feel that they "do not know it all;" they are willing to devote time and labor to prepare themselves for the "wider field;" they need a special text-book, and we firmly believe that *Educational Foundations* will meet their needs.

I value your excellent SCHOOL JOURNAL highly. You keep it abreast of the times. The recent articles by McAndrew are all right.
LINDSEY WEBB,
Milwaukee, Wis. Principal of School 18.

School Law: Recent Legal Decisions.

Compiled by R. D. Fisher.

Powers of Boards Over Contracts.

The Iowa supreme court has decided that under the state code providing that a school township may purchase books up to a certain amount, and shall provide for them by a levy of the contingent fund, the board may order books, tho no contingent funds are on hand at the time.

The same court has held that a school township has power to contract for the purchase of school supplies, altho, at the time the contract is executed, there is no contingent fund on hand.

The New Jersey courts have held that, where the statute does not require the board of education to invite proposals and award its contracts for the purchase of supplies to the lowest bidder, it may, after receiving proposals, act independently of them in awarding the contract, when its power is exercised in good faith and with reasonable discretion.

Power to Incur Indebtedness.

The Illinois courts hold that a school district's indebtedness is not increased by the mere acceptance by the school board of a bid to construct school buildings, it being then understood that a formal contract would be signed later, to be acceptable to the board, and that the contractor would furnish a bond.

District Expenses.

The New York supreme court has decided that the members of a school district meeting, constituting a committee to investigate the financial affairs of the district, are not district orders under the consolidated school law. Thus, they cannot be allowed expenses in suits against them growing out of the performance of their official duties, and, tho sued for libel on account of their report, cannot recover from the district the expenses of the district.

Health Regulations.

The supreme court of Kansas has held that, in the absence of a lawful regulation, a board of education has no authority, when the disease of smallpox does not exist within the city, to deny to children of school age admission to the public schools, because they have not been vaccinated.

Where the law of the state provides that the state board of health shall supervise the health interests of the people of the state, and shall adopt such rules as may be necessary, the board of health does not have the power to provide that no person shall be admitted into public or private schools until successfully vaccinated.

The supreme court of Minnesota holds that a general grant of power to municipalities to do all acts and make all rules necessary for the preservation of the public health, gives it power to enforce, in cases of emergency rendering it reasonably necessary, and for the prevention and spread of smallpox, a regulation requiring children to be vaccinated as a condition to their admission in public schools. Hence, the regulation by the health commission of St. Paul, requiring children to be vaccinated as a condition to their admission to the public schools, is valid and enforceable.

Assessment for Improvements.

The Pennsylvania supreme court has decided that public property owned by a sub-school district, and used exclusively for the purposes of public education, is not subject to local assessment for municipal improvement. This decision holds when the statute does not expressly make it so, but provides for the collection of such assessment by sale of the property.

Vaccination.

The New York appellate division has decided that the law requiring vaccination as a condition of attendance on public schools is constitutional. Such a law operates equally upon all persons within the state, and violates no specific individual guarantee of the constitution. It does not deprive any member of the state of "any of the rights or privileges secured to any citizen thereof, unless by the law of the land or the judgment of his peers." Such a statutory requirement does not deprive any person of the equal protection of the law under the constitution of the United States. So it may be enforced as a condition precedent to the attendance on public schools, it being a valid exercise of the police duty of the state.

Authority of School Boards.

The Nebraska courts have held that a district school board has no authority to purchase or lease a school-house site, unless directed by the electors of the district at an annual or special meeting. The purchase of a site by the board without being so directed is not binding on the school district. That the electors of a school district have lawfully designated a particular site to which to move the school building is not an implied direction to the board to purchase or lease the site.

School Taxes.

The Illinois supreme court has rendered an important decision in regard to school and building taxes. The statutes provide that, for supporting schools and repairing and improving school-houses, the directors shall be authorized to levy an annual tax, not to exceed a certain per cent., for educational purposes, and a certain other per cent. for building purposes. Therefore, the court has decided that a school district can levy but two taxes—one for educational and the other for building purposes. The proceeds of the latter are applicable to the payment of outstanding bonds issued to build a school-house.

Liabilities of School Boards.

The Tennessee courts have held that when the members of school boards, thru neglect, lose the money belonging to the district, they, jointly and severally, are liable to the district for the full amount lost, with interest. In the case before the court it was shown that the school board permitted an insolvent contractor to receive the contract price before the building was completed. After the building had been destroyed by fire he was permitted to collect the insurance, and so part of the school fund was lost to the district. The members of the board were held personally liable for this loss.

The Removal of a Teacher.

The Massachusetts courts have decided that a teacher, removable for neglect of duty or other sufficient cause, cannot be removed on the grounds of mere expediency or convenience. That is, unless he has forfeited his office for one of the following statutory causes: gross neglect of duty, scandalous immorality, mental incapacity, or any other just and sufficient cause. A mere charge against him of jealousy toward other members of the teaching force, and want of confidence in his colleagues and in the trustees, unaccompanied with an allegation of actually existing mischief caused thereby, is not sufficient ground for removal. A teacher in any academy or seminary cannot be tried and removed for misconduct without having the offense with which he is charged freely and plainly, substantially and formally, described to him. Such a removal necessitates legal proceedings, with both sides represented by counsel.

Cannot Recover for Back Services.

The New York courts have held that a private school teacher cannot recover for back services under certain conditions. Under a contract in which the school principal undertakes to instruct a pupil, protect him, and provide for his physical wants, no part of the compensation agreed upon can be recovered if, after the pupil left the school, the principal refused to receive him back.

Eligibility of Teachers.

The Illinois supreme court has decided that the law of that state does not require the highest order of talent or qualification in a teacher to make him eligible for employment. It only requires average qualifications and ability, and the usual application to the discharge of his duties, to fulfill his contract. A teacher's certificate of qualification obtained from the examining superintendent is *prima facie* evidence of his being qualified to perform the duties of a teacher. It devolves on the school directors to prove incompetency or neglect of duty when they have dismissed him for either of such causes.

A New Book.

The following story was recently told by a well-known publisher to emphasize the extreme tendencies of many of our present-day educational books as well as fiction:

"The discouraged author sat in the publishers' office. Nature books stared at him from the desks and tables and there seemed little demand for any of his work.

"Of course there are styles in literature," the publisher said, encouragingly, "and one must try to meet the demand that happens to be in vogue at a particular time. Now, books about nature—"

"All right," answered the perturbed author. "I'll do my best. I'm going right home now to begin work on my latest book. I'm going to call it 'How to Tell the Wild Flowers from the Birds.'"

Special efforts are being made by the war department to secure teachers for the Philippine schools. Over 160 vacancies exist at the present time. Special examinations are to be held in several large cities almost immediately to secure an eligible list.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Publishers at St. Louis.

Educational publishers and the educational trade are to be fairly well represented at the St. Louis exposition, altho not all the houses will have exhibits. It is felt by many that an exhibit of text-books would be so lost among the immense exhibits along other lines and that the visitor to the fair will be unwilling to spend the time to comprehend a text-book thoroly. On the other hand the holding of the N. E. A. convention in St. Louis has proved a strong argument for an exhibit. Few houses will make extended efforts, but will in general confine themselves to a case of books. In a few words we give a little idea of what the different houses will do.

American Book Company.—"We shall show nearly all of our important publications, but our exhibit will have no striking features." As the important publications of the company are exceptionally numerous, this exhibit will undoubtedly prove valuable and interesting.

G. & C. Merriam Company.—"We shall probably have a small exhibit, at St. Louis, of Webster's Dictionaries." This will show the new edition, containing 25,000 new words and phrases, a revised gazetteer of the world, and a revised biographical dictionary.

Houghton, Mifflin & Company.—"It is not our intention to send any exhibit to the St. Louis exposition.

D. C. Heath & Company.—"It is not our present intention to be represented in any way among the exhibits made at St. Louis next summer. We have discussed the matter somewhat at length and hardly think it advisable to make a first-class exhibit."

Rand, McNally & Company.—"In the Department of Education we shall have a handsome bookcase and booth in old colonial style, tyrolean green in color. There will be a very full exhibit of text-books and text-book covers, with illustrations displayed in artistic form. The design will be original, unique, and attractive. In the Liberal Arts department we shall have a very large display of school maps, library maps, commercial maps, library and school globes, atlases, with a great variety of miscellaneous publications. The largest map ever published will be an important feature of the exhibit. This mammoth map of the United States measures twenty-two feet six inches by fifteen feet six inches. It shows all the railroads in separate colors, with other features that make it the most valuable map of the United States that has ever been published for office purposes. Another feature will be an enormous globe with attractive and substantial mounting. The exhibit will be located near the northeast main entrance of the Liberal Arts building."

The J. B. Lippincott Company.—"We shall make a considerable exhibit of books at the St. Louis exposition. This will include all our publications, educational and general. They will be shown in a large case, particular care being given to the display of bindings of our more important and artistic publications. Our educational works will be: 'Birds in their Relations to Man,' Weed and Dearborn; 'How to Cook for the Sick,' Helene V. Sachse; 'Two Centuries of Pennsylvania History,' Prof. Isaac Sharpless; 'Worcester's New Primary Dictionary,' 'Comprehensive Anatomy,' J. C. Cutter; 'Bert's First Steps'; 'Advanced History,' Charles Morris; 'Chambers's English Literature'; 'Myths and Legends of Our Own Land,' and 'American Myths and Legends,' Charles M. Skinner; 'Manual Spherical and Practical Astronomy,' William Chauvenet; 'Lippincott's Pronouncing Gazetteer of the World'; 'History of Education,' E. L. Kemp; 'Thinking and Learning to Think,' Dr. N. C. Schaeffer; 'Educational Theory of Immanuel Kant,' Edward F. Buchner; 'Lippincott's Practical Arithmetic,' 'Elementary History of the United States,' Charles Morris."

The Macmillan Company.—"We shall make no exhibit at St. Louis, as the advantages do not seem sufficiently obvious."

Prang Educational Company.—"We are preparing a complete exhibit of our publications and materials to be displayed in the Palace of Education at the Louisiana Purchase Exposition. Our booth is located near the southwest entrance on the west side of the building and will occupy some 325 square feet of floor space. It will have a frontage of twelve feet on the main aisle and a depth of over twenty-seven feet. There will be more than 650 square feet of wall space and it has been planned to make our principal display on the walls, showing especially the plan of the new *Text-Books of Art Education*, and the subjects covered, by arranging pages of the books under glass in their proper order so that the visitor may quickly comprehend their character and the sequence and development of the lessons. These pages will be accompanied by a large collection of the origi-

nal drawings from which the principal black and white and color illustrations appearing in the books have been made.

"Other new features of our work as special school publishers will be presented interestingly on the walls of our booth, including examples of typical work done with our various mediums, such as the Prang water colors, color crayons, color study pencils, sketching pencils, etc. In short, we shall make special effort to show by our St. Louis exhibit, and in the clearest and most convincing way, the superior advantages offered by our publications and materials for the promotion of art education in the schools thru drawing, elementary constructive exercises, and other related lines of work."

Virginia Adopts Text-Books.

The Virginia state text-book commission met at Richmond on March 23 and after several days of work announced the list of books which are to be used in the state schools. The commission was composed of Governor Montague; Attorney General Anderson; State Supt. Southall; Prof. Kent, of the University of Virginia; Prof. Jarman, of the Farmville Female institute; Pres. Tyler, of William and Mary college; Supt. Rowles, of the Staunton Deaf and Dumb institute; Supt. West, of Norfolk county and Supt. Glass, of Lynchburg.

The first action of the commission was to announce that it would adopt a multiple list of books from which the county boards might select as they chose. This announcement was somewhat in the nature of a surprise, as a vigorous campaign had been waged in several prominent state newspapers against anything but a single list. A resolution had even been introduced into the legislature declaring for a single list. The advocates of this idea attempted to show that the people were unwilling to trust the county board to make wise selections of books. A great amount of matter appeared in the state press, much of such a character as to discredit the writers quite as much as the objects of attack. Among the best publishers the adoption of a multiple list was felt to be a step toward keeping Virginia on a high plane educationally.

The following is the list of books from which the county boards are to make their selections during the present month:

American Book Company.—Smithey's History of Virginia; Bruce's School History; The New Natural Geographies; Redway & Hinnmann's Geographies; White's Arithmetic; Webster's dictionaries.

D. C. Heath & Company.—Vertical Spelling Blank; Heath Readers; Natural System of Vertical Writing; Thompson's "New Short Course in Drawing."

Ginn & Company.—"Our Mother Tongue;" Montgomery's "Beginner's American History;" Frye's Geographies.

The Macmillan Company.—"Foundation Lessons in English;" Tarr & McMurry's Geographies; The Macmillan Writing Books.

Houghton, Mifflin & Company.—"Literary Masterpieces;" Tappan's "England's Story;" Warren Colburn's "Intellectual Arithmetics."

University Publishing Company.—Jones's School History; Maury's Geographies.

Rand, McNally & Company.—Holton's Primer; "Language thru Nature, Literature, and Art."

The J. B. Lippincott Company.—Cutter's Beginner's and Intermediate Physiologies; Worcester's Dictionaries.

Charles Scribner's Sons.—Gordy & Mead's "Language Lessons and Grammar."

Richardson, Smith & Company.—American Music System; The Intermediate Writing.

The Morse Company.—The Quincy Word List.

Thompson, Brown & Company.—Nichols's Arithmetics, three and seven-book series.

Maynard, Merrill & Company.—Glass's Speller; Merrill's Speller; Graded Literature Readers.

D. Appleton & Company.—Krohn's "First Book" and "Graded Lessons" in Hygiene.

B. F. Johnson Publishing Company.—Branson's "Complete Speller;" "Graded Classics;" Maury's History of Virginia; Lee's New Primary History of the United States; Lee's New School History; Hening's Virginia Geography; Colaw & Elwoods' Arithmetic.

Silver, Burdett, & Company.—Arnold's Primer; Ward's "Rational Method of Teaching Reading;" Stepping Stones to Literature, Bks. I to VII; Chandler's "Makers of American History;" White's School History; Mowry's "First Steps in History of England;" "Modern Music Series."

Kentucky to Adopt Text-Books.

Kentucky has followed the example of most of the Southern states and adopted a system of uniform text-books. The arguments of economy and uniformity seem to have an irresistible influence in the South. Alabama, Texas, Georgia, Mississippi, Tennessee and Virginia have all yielded to these ideas of late, and West Virginia seems inclined to follow the same course. Probably the weighty arguments against text-book uniformity are not sufficiently tangible to impress legislators who are ignorant of even the truisms of education.

The Kentucky board, or commission, consists of the governor, the auditor of public accounts, state treasurer, and three members of the state board of education. Altho no definite announcement has been made, it is expected that bids will be called for about the first of May.

A rather curious system of working out the adoptions has been developed. The scheme is similar to others that the counties play an important part in the final result. Here the system ceases to resemble any other and begins to resemble an election. The books adopted by the majority of the counties are the ones used in the whole state. How this scheme will work in practice no one can tell definitely. It means that a publishing house trying for adoptions will have to send representatives into every county. When the wild and rather uncivilized conditions existing in many parts of the state are recalled, the difficulties for the publishers becomes obvious. As a result some of the publishing houses are prophesying that the houses which have the greater part of the business in the state at the present time will continue to hold the state's text-book trade.

The New York Text-Book Situation.

During the past month there have been few fresh developments in the New York city text-book situation. Mr. Grout's bill has had another hearing and the associate superintendents have begun their annual examination of books to be placed on the approved list. Altho the list will probably be reduced somewhat—it now numbers 1,509 books—it seems now that an exceedingly small list will not result. The members of the board have realized the objections to anything approaching uniformity, and it is unlikely that a one-book list will be introduced. It has been stated in certain quarters, that no text-books by local authors have even been submitted this year for positions on the list. In view of the general sentiment thruout the local school system on text-book authorship this opinion is regarded as absurd.

If Mr. Grout accomplishes nothing, as now seems likely, thru submitting his bill to the legislature, he has certainly caused the question of text-book authorship to be discussed thoroly. The special committee of five of the local board has explained the reasons why the use of text-books of local authors has been permitted. The committee's report on this policy reads:

"Since the public schools were established in this city there has always been an open list of text-books; that is, a list containing the best available books from which the principals were at liberty to order what they needed for their schools within the limits of their appropriations.

"The object has been to make all of the best books available in the schools, without regard to the geographical location or present employment of the authors.

"There has been no disposition to discriminate against New York city teachers who have the ability to write good school books. On the contrary, the feeling has been that a text-book written by a New York teacher who understands local conditions is more apt to suit New York children than a book written by one who does not appreciate these conditions.

"The policy has been to encourage New York teachers to write text-books. The teacher who makes himself master of a subject to such an extent as to write a text-book of commanding influence thereby renders himself all the more valuable as a teacher. Moreover, no improvement in teaching has ever been widely disseminated among teachers in general until it has been put into 'teaching form' in a text-book. Thus the teacher who presents a school subject in a clearer manner than it has heretofore been presented, or who invents a method of teaching a subject that economizes the time and energy of pupils, becomes entitled not only to the encouragement of the board of education, but to the gratitude of the entire community.

"As far as we have been able to learn, the practice of authorizing the use of text-books written by home authors is almost universal on the part of the boards of education and of higher institutions of learning.

"It was doubtless considerations such as these which prompted the commissioners who framed the charter of 1897 to exempt the authors of text-books from the provisions which forbade members and officers of the board to have a financial interest in the supplies furnished."

At the second hearing on Mr. Grout's bill Dr. Maxwell was represented by Mr. Swanstrom who also is said to have been retained by several publishing houses. The substance of his speech was as follows:

"There are a very few persons who are affected by this proposed law, because there are only a few persons in the employ of the board of education who are school-book authors. So far as they are concerned they get little more than glory out of the publication of their books. If there is any profit at all in such publications that profit for the most part goes to the publishers. If there is anything left to be paid as royalties, the amount in the aggregate is so trifling that if I were to produce the figures to this committee this whole movement would assume a comic opera aspect.

"By his statement Controller Grout would have your committee understand that Dr. Maxwell and the other authors affected by this bill are buyers or sellers or both. So far as Dr. Maxwell is concerned he is neither a buyer nor a seller of books of any kind. The selling of books is done by the publishing houses. Dr. Maxwell is not a member of any publishing house and has no interest either directly or indirectly in the business of any publishing house. He does not control the sale of their books nor is he in a position to prevent them from selling books of which he is the author. All school books are purchased by the board of education.

"When the revised charter went into effect in February, 1902, it became necessary to consolidate the four borough school-book lists into one for the entire city. Mr. Maxwell asked his colleagues in the board of superintendents to recommend that his books be stricken from the list. They refused on the ground 1, that they are good books and ought to be in use; 2, that as they were already in use in the schools it would cost the city a large amount to replace them with other books. Mr. Maxwell, however, voted in favor of dropping his own books.

"Passing now to a consideration of the proposed law I submit that it is both unconstitutional and unwise. This law in substance provides that school book authors in the employ of the board of education of New York city shall turn over to the city chamberlain each month all fees, royalties or perquisites received from the sale of the books of such authors to the city, and that the amount so turned over shall be appropriated by the city and used in the reduction of taxation. It further provides that the controller may, from time to time, examine such authors under oath concerning the amounts so received by them from the sales of their books, and then follows a clause which enables him to examine them in regard to any other matters which he chooses to interrogate them about. Now I contend that this law is unconstitutional, because, in the first place, it takes the property of those affected by the act without due process of law. Take as an example the case of Dr. Maxwell. He has made a contract with his publishers, dating some years back, by which he is entitled to receive royalties on the sales of his books. These royalties, whether they be large or small in the aggregate, are his property. He cannot be deprived of that which is his except by due process of law. I maintain that it is not competent for the legislature to confiscate his property in the manner proposed by this act. It might just as well attempt to sequester his bank account."

School Supplies for Porto Rico.

The commissioner of education of Porto Rico has called for bids upon the following articles of school equipment. Delivery is to be made to Brooklyn. The articles are: Blackboard cloth, 2,000 yards slated on one side; 9,000 dozen copy-books—several kind in use, vertical system preferred; 400 gross composition books of from forty-eight to sixty pages; 2,500 boxes of common white crayon; 2,500 malleable iron adjustable or non-adjustable desks; cast iron desks cannot be considered, as conditions of transportation in Porto Rico prohibit their use; 200 teachers' chairs, cane seat, strong, and plain; 500 boxes of colored assorted crayon; thirty gross blackboard erasers; 400 boxes rubber erasers, eighty to the pound box; 300 United States flags, 4 x 6 feet, standard bunting; 750 packages black mineral ink in quart packages; fifty gross of two-ounce black fluid cones; 1,000 reams 6 x 9 inch white drawing paper; 1,000 reams 9 x 12 inch white drawing paper; 500 reams assorted tinted drawing paper; 100 globes on plain wire standard; 10¹ numeral frames; 1,300 gross common school lead pencils; 500 boxes slate pencils in boxes of 100; 2,500 one gross boxes of pens; 250 gross common school penholders; sixty gross rulers beveled, metric and English; 100 dozen slates; 100 two-drawer K. D. teachers' tables.

Small, Maynard & Company's Affairs.

Norman H. White, the assignee of Small, Maynard & Company, of Boston, has issued the following interesting announcement in regard to the termination of his assigneeship:

"I have pleasure in announcing that the business of Small, Maynard, & Company, Incorporated, which has heretofore been carried on by me under the assignment of February 10, 1902, has this day terminated the assigneeship by full payment of all claims of its assignment creditors and will hereafter be continued as a Massachusetts corporation under the same name and style as the old concern,

the capital stock being held by the principal stockholders of the original company.

The business will hereafter be under the management of the treasurer, Mr. Laurens Maynard, the surviving member of the original co-partnership which organized the house in 1897. During my assigneeship, Mr. Maynard has managed the publishing department of the business, and by his co-operation I have been greatly aided in the successful termination of my trust. The corporation has taken over all assets remaining in my hands as assignee and has assumed all existing obligations of the assignee."

Text-Books of Art Education.

The Prang Educational Company is issuing an important series of text books on art education which ought to appeal strongly to all interested in this subject. These books mark a departure in text-book making that is worthy of careful investigation by educators.

Text-books in art, in language which the pupils can understand, are what the books aim to be. Thru carefully graded lessons the pupil is led to discover the principles upon which works of art are built.

There are eight books in the series planned to cover the elementary school life. A study of the first, second, and third year books will develop chiefly observation and appreciation. The fourth year book seems a connecting link with the study of principles. In the last four grades the pupil will learn about perspective, light, shade, tone relations, balance, rhythm, and harmony.

The illustrations of this series are, probably, the finest which have ever been prepared for use in an elementary school book. They aim to teach art and they certainly do this in their own workmanship. The most perfect mechanical processes were obviously used and in some cases the technique is thoroughly brought out. The illustrations comprise sketches made in every medium suitable for school-room use, such as pencil, brush, and ink, water color and crayons. The text is interspersed with reproductions of some of the best examples of painting, architecture, and sculpture. Picture study is carefully developed.

These books, in every detail, will furnish a standard of art for the pupil. Their helpfulness in the school will be multifold. The best experience in teaching art has been gathered together. They will give both pupils and teachers examples and standards, and they will re-enforce all the other studies in the school course. This new series systematizes art education much as other good text-books systematize the ordinary subjects. It fixes a basis of authority.

The publishers expect to have the books for the first six years of the elementary schools ready in season for September work. The books for the seventh and eighth years will follow within the year ending January, 1905.

The Belles Lettres Series.

Among the announcements of literary series, which have been so numerous since the first of the year, that of D. C. Heath & Company is of peculiar interest. It is rare indeed for educational publishers to publish a scholarly general series of so broad a character as the "Belles Lettres," as it is called. The series will include 300 volumes and will give at a reasonable price and in a uniform edition all the works in English literature best worth knowing. The scope is so broad and important that the noteworthy features are of decided interest.

The text of the series is carefully selected as that which best represents the author and rests on a thoro collating of the original and contemporary editions. Most modern editions are but reprintings of reprints, so that error has been added to error. All changes in the text are in brackets or stated among the variants at the bottom of the page. In Section III. of the series the preservation of the old spelling permits a reader to watch the growth of the language as he cannot in a modernized text. Capitalization has been modernized, as has the punctuation. Any persistent peculiarities of any author have been respected. The texts contain all that expensive reprints give except mere duplication of what is important only to make the facsimile complete. The notes have been relegated to the end, and only the text and variants appear on the pages containing the main body of the book.

All differences among the important editions, except evident errors, differences in spelling, punctuation, and capitalization, are printed at the bottom of the pages. These variants are extremely illuminating. In Jonson's *Alchemist* for instance, they show the extreme care with which he polished his lines and selected his phrases. The notes rest on a careful sifting of other annotations of the plays, but in all cases add to the previous fund of information. They carefully avoid erudition that does not illuminate the text. The illustrative material is particularly valuable and scholarly. The volumes of Jonson and Goldsmith which have appeared, show this admirably. In Jonson, for instance, the letters of Chapman and Jonson, discovered a few years ago and printed but once, are given because of their supposed connection. In Goldsmith, his essays on the plays

at which his comedies were directed, *Sentimental Comedy* and his essay on *Scotch Marriages* are reproduced.

The introductions present well-sifted material interestingly, or state discoveries or new theories. The bibliographical material, especially in the list of critical matter, is a feature of the series, and the collating gives more information as to editions than can be found elsewhere.

This series promises to be a scholarly work and will give the schools an opportunity to possess English literary masterpieces in their libraries which have not been given before.

Why Advertising Fails.

As a help to those who are planning an advertising campaign it may not be amiss to quote the experience of such a successful advertiser as Mr. Thomas Balmer, the advertising manager of the Butterick publications, who, according to report in a recent issue of *Printer's Ink*, gave his time to an investigation of several hundred advertising failures, and after exhaustive study and correspondence set down what he considered the three chief causes of such failures:

First, The Single Insertion. A large percentage of business men who had been persuaded to begin advertising went no further than one insertion as a "trial" of advertising. Many of the little moral stories of advertising success were tales of wonderful results secured from the single ad by men who had starved themselves to pay for the space. Some of these stories were true, perhaps. All of them were pretty. They were popular, and had created an impression that the single insertion was a decisive test. But Mr. Balmer's investigations showed that advertising did not begin to pull until several insertions had been made and the idea well grounded in readers' minds.

Second, Too Small Space. Tabulations of the spaces used by both successful and unsuccessful advertisers showed that the latter, nine times in ten, attempted to create an initial impression with less than one-half the space used by successful advertisers to maintain an impression already created. Some advertisers attempted to market new articles with skimpy spaces. Too small space was as fatal in continuous advertising as in single insertions.

Third, Lack of Follow-up Facilities. Nobody seemed to know much about taking care of results. Ads were seldom keyed. The advertiser with a small appropriation gave least attention to follow-up, whereas he should have given the most of necessity.

Any one of these defects in advertising was sufficient in itself to bring disaster to the advertiser, and had done so in many of the cases diagnosed. Then what chance did an advertiser stand of success when two or all three were present in his campaign? Nothing better than the chances of great good luck.

The Indiana Adoptions.

The Indiana adoptions have developed into somewhat of a muddle, and the final disposition of the matter is now in the hands of the courts. The state text-book commission met about the middle of last month and adopted "Tarr & McMurry's Introductory Geography," published by The Macmillan Company. The commission re-adopted "Frye's Advanced Geography," the famous Indiana readers, and the copy-books published by Eaton & Company. As regards arithmetics, a report was handed in practically adopting the new "Walsh Arithmetics," published by D. C. Heath & Company, instead of the arithmetic now used in the state, the Cook & Cropsey, published by Silver, Burdett & Company. But before the matter was finally decided the last named house secured a temporary injunction restraining the commission from adopting anything but the Cook & Cropsey. The injunction was argued on March 17, but no decision has been rendered as yet.

The case is a rather complicated one and so decidedly unusual that a thoro understanding on the matter is desired by the publishers.

A year ago last December the Indiana state text-book commission voted that if the publishers of the Cook & Cropsey arithmetics would revise them satisfactorily, the books would be re-adopted for a period of five years. The commission designated the professors of mathematics at the state university and state normal school as mathematicians who would be satisfactory revisers. The publishing house engaged these two men to do the work, had new plates made, in short, carried out the proposals of the committee in entire good faith. Last December the publishers announced that the revision had been completed and the first proof edition was submitted to the board. The attorney-general then discovered that a slight technicality had been omitted in that the amount of remuneration the publishers should pay the revisers had not been determined. So the whole action of the commission was declared illegal and the whole matter of re-adoptions should be taken again. It was under this decision that the recent adoptions took place.

Silver, Burdett & Company secured a temporary injunction on the ground that the text-book commission was bound in equity and morally to accept their book. The injunction has been argued, but the courts have not as yet rendered their decision.

The Educational Trade Field.

Mr. E. W. Fielder, who has had charge of the editorial and publication department of Silver, Burdett & Company, for several years past, has resigned to accept a position with D. Appleton & Company. He is to have entire charge of the publication department of the Appletons, a position which he is thoroughly qualified to fill.

Mr. Fielder is a New Yorker, born and bred, and secured his education in the New York city schools. On the completion of his studies he became connected with the publication department of Harper & Brothers. He continued with that house for thirteen years, the last three in



their educational department, and he learned book-making from A to izzard. Four years ago he accepted the situation with Silver, Burdett & Company, from which he has just resigned. During this period of years Mr. Fielder has worked most successfully in bringing out educational books and his thoro knowledge of the mechanics as well as the literary side has made him an extremely valuable man. The many members of the educational trade who know Mr. Fielder, personally, will congratulate D. Appleton & Company on their addition to their staff. Mr. Fielder has the best wishes of all who know him for the continuation in his new position, of the success which he has had heretofore.

The bookmen of the country have been centered about Richmond, Va., and Indianapolis, Ind., during the past month. Over thirty different houses were represented at Richmond, many of the best known men in the Eastern field being at work there. Chicago sent a large body of men to Indiana, and together with the local representatives it was an unusual gathering.

The Kansas Text-Book Commission will meet in Topeka, early next month to consider the adoption of high school text books. The members of the commission are: Supt. George W. Kendrick, Leavenworth; Supt. H. P. Butcher, Argentine; Supt. A. B. Carney, Concordia; Supt. C. G. Swingle, Riley county; D. O. McCray, Topeka; J. C. Starr, Scott City; S. I. Hale, La Crosse; John Madden, Emporia. State Supt. Dayhoff is a member of the commission ex-officio.

The free text-book regulations in St. Louis have received considerable adverse criticism of late. A member of the board recently displayed alarm at an increase of \$14,000 in the expenditure under the free text-book system, as compared with the cost of books purchased for sale to the pupils during a corresponding time before the system went into effect. Superintendent Soldan, however, has explained this increase satisfactorily. Over \$13,000 was spent in adopting new song books, an unexpected expense. The remainder of the excess was due to the natural increase of the number of pupils in the schools.

The "New Century Series" of text-books, published by D. Appleton & Company, have been warmly received by educators generally. Dr. Gilbert, the editor of the series, is widely known as a scholarly educator. Mr. Cram, the educational manager for the Appletons, is well known in publishing circles for his marked ability in bringing out good books. With two such men to direct its educational publications the house of D. Appleton & Company, may feel sure that educators will receive them gladly.

Henry D. Caruse, a salesman for the Spencerian Pen Company, died last month at his home in East Orange, N. J. He went to California on business last year, and shortly after his return was taken ill and never rallied. The officers of the Spencerian Company will feel his loss keenly.

Mr. Brainerd has severed his connection with the publication department of D. Appleton & Company.

H. T. Loomis, the general manager of the Practical Text Book Company, of Cleveland, O., has been enjoying a well-earned vacation in Mexico and along the Pacific coast. Mr. Loomis is too busily engaged in placing commercial text-books to take his vacation in the summer, and so wisely saves his play-time until mid-winter.

Lyman C. Smith, formerly president of the Smith Premier Typewriter, now president of the L. C. Smith & Bros. Company, has made a large gift to Syracuse university. He intends to erect four buildings to complete a quadrangle with the new College of Applied Science building, which he also gave, to complete a quadrangle for the engineering branches.

Casper W. Hodgson is expected to be back at his desk in the New York office of Silver, Burdett & Company, about the first of June. Mr. Hodgson has been away since early last fall. He went to California and remained there for a short time and then continued his journey to the Philippines. He has been in the islands for several months and just started for home.

George P. Brett, the distinguished president of the Macmillan Company, went abroad early last month.

Mr. Arbury, who represents Silver, Burdett & Company in Michigan, visited several of the Eastern cities on his way home from the Atlanta convention.

Mr. MacDonald, the manager of the educational department of Lothrop & Company, has been about New York city during the past week.

Samuel Barling, for thirty-six years connected with the firm of Thomas Nelson & Sons, and recently president of the American corporation of that name, has retired on account of ill-health. Jan Theodore Nelson is now president of the corporation.

Craige Lippincott, president of the J. B. Lippincott Company of Philadelphia, and Horace S. Ridings, of the same company, recently sailed for England. They expect to be gone from this country but a short time as their trip is essentially for business purposes.

Mr. C. J. Oliphant, of Longmans, Green & Company, has been in New York recently after a trip thru Northern New York and into Canada. Mr. Oliphant formerly represented his house in the boroughs of Queens and Richmond, New York city, but is now working in New York state, Canada, Pennsylvania, and New Jersey.

Mr. Miles C. Holden, secretary of the Holden Patent Book Company, has acquired the business of Taylor & Company, of Springfield, Mass., manufacturers of patent drawing papers. He is making a specialty of three papers manufactured by the patent process, and which have proved their value in meeting the requirements of the schools in drawing, painting, water color, and crayon work. Mr. Holden will still be associated with his father in the Holden Patent Book Cover Company.

The business of the Taylor Company is to be carried on under the name of the Taylor-Holden Company.

The Caxton Company, of Chicago, has bought out the Pendent Globe Company, of Appleton, Wis. Mr. Denoyer is now with the Caxton Company. This school device has, we understand, been purchased by over 2,000 schools during the last two years.

The publishing house of Crane & Company, of Topeka, Kansas, has added to its list of school text-books, a desirable line of books specially adapted to the use of teachers. This house was established in 1868 and has continued under the same management ever since. While its trade is largely in the West, their publications are by no means unknown in the East. Catalogs and descriptive circulars may be had for the asking.

Mr. Lewis Ladd Brastow, formerly with Charles Scribner's Sons, is now representing the Longmans' educational interests in New England.

The Grannis Advertising Agency has removed from 27 East Twenty-second street to 112 West Eighteenth street.

The New York board of superintendents has approved the syllabus in science for adoption on Sept. 1. Requisitions for science supplies have been held up pending this action.

The Laing Planetarium Company, of Detroit, Mich., has been reorganized to some extent. Mr. A. M. Eaton is now acting secretary of the concern.

It is rumored that the New York and Cincinnati plants of the Methodist Book Concern are to be consolidated and located in Asbury Park, N. J. James A. Bradley has offered a block of land for the accommodation of the plant. The matter is to be settled at the Methodist General Conference at Los Angeles, in May.

E. E. Gaylord, the manager of the National Commercial Teachers' Agency is a well known commercial teacher. He is actively engaged in school work, has written several commercial text-books, and has represented a large publishing house among commercial schools all over the country. He is an active member and an ex-president of the Eastern Commercial Teachers' Association. He is the associate editor of *The Business Educator*, and a member of the committee of Nine of the N. E. A. He has had valuable experience for the management of a high grade teachers' agency.

The appellate division of the supreme court has granted a temporary injunction restraining the American Publishers' Association from maintaining a system of espionage on the manager of the book department at the store of R. H. Macy & Company. In the opinion of the court, the judge rehearsed the fact that the manager of the book department was constantly shadowed, not only at the store, but at her home. Employees of the firm, he claimed, were also bribed to give information regarding the sources of the firm's supply of books.

The Providence, R. I., school board has passed resolutions condemning the Smead system of heating and ventilating. The feature of the system is a school sink which is generally regarded as unsanitary. This system was introduced in Providence almost twenty years ago, and since that time it has been removed from sixteen of the schools in which it had been placed. Fifteen schools in the city still use it.

A resolution has been introduced into Congress to investigate the causes of the present high prices of white paper in the United States. The resolution has been referred to the committee on ways and means, and powerful influence has been brought to bear to secure some relief. One of the remedies suggested is the removal of the duty on Canadian paper pulp.

J. M. Olcott & Company announce the completion of the sixth atlas of their series, European history. The series of atlases in outline now comprises: United States, English, Ancient, Greek, Roman, and European history, each atlas containing twenty-five maps in outline for filling in, and one page of suggestions.

The book and magazine covers, manufactured by the Feldman System Manufacturing Company, of Chicago, will be found exceedingly useful in schools and libraries. They are useful and ornamental and possess possibilities which place them ahead of similar binders and covers of other concerns.

Olmstead artificial stone slate blackboards have been contracted for by the Memphis, Tenn., school board. The price is sixteen cents per square foot and the boards are guaranteed for ten years.

R. R. Johnson, the manufacturer of "Johnson's Window Shade Adjuster," has opened a New York office at 28 East Twentieth street.

The well-known house of A. G. Spalding & Bros., has been awarded a number of contracts of late in New York city.

New York city has awarded a number of contracts to E. J. Johnson & Company, the famous manufacturers of blackboards.

The A. Wessels Company has bought the publications of B. W. Dodge & Company. Mr. Dodge is now a member of the corporation of the A. Wessels Company.

The Paramount Rubber Company, of Newark, N. J., has been acquired by the A. W. Faber Company, of New York. The Faber Company has owned a fifth interest in the rubber company for some time.

The Paul's Ink Company, 111 Nassau street, New York, has taken over the business formerly conducted by the Safety Bottle & Ink Company. Many improvements have been made in the output. New and attractive labels have been designed, new tops and bottles evolved, and the best of the old line of goods retained.

A petition in bankruptcy has been filed against D. H. McBride & Company, publishers of school books and dealers in school supplies at 31 Barclay street, New York city. The liabilities are \$75,000 and actual assets probably \$25,000. The corporation published books principally for Catholic parochial schools. The business was started in Akron, Ohio, in 1896 as an Illinois corporation, and a branch was started in New York. In June the business was moved to New York, and in January, 1902, the present corporation was formed under New York laws with a capital stock of \$200,000. J. H. Caswell, of Cleveland, O., is the president and treasurer. The firm is said to have \$175,000 invested in its book plates.

The Marlin Fire Arms Company, of New Haven, Conn., has issued an attractive catalog of its products. It is well arranged and is equally useful for ready reference, or complete information concerning matters connected with fire-arms.

Rand, McNally & Company have decided to discontinue the use of the union label in the future. The use of the label really gives the wage-earners, it is stated, more prominence than the owners. Hereafter the only imprint on work will be that of the house producing it.

The preliminary steps toward organizing an International Federation of Advertising Interests have been taken by a number of prominent advertising agents. The officers of the organization are as follows: President, H. D. Perry; vice-presidents, George H. Hazen, Don C. Seitz, and Barney

Link; treasurer, E. J. Ridgeway; secretary, Barron G. Collier; assistant secretary, E. J. Seward; directors, Col. W. E. Haskell, George H. Daniels, William L. McLean, R. J. Gunning, George M. McCampbell, Col. Albert A. Pope, Thomas Balmer, M. Lee Starke, E. F. Olmstead, Henry Bright, Elmer J. Bliss, John B. McMahon, Paul E. Derrick, and Ambrose L. Thomas.

A committee on scope is to deal with questions pertaining to foreign advertising and the preparation and issuance by the United States consular service of reports showing the progress of American goods in foreign countries, with facts intended particularly to enlighten the men who sell and others who buy advertising in this country. A national committee will deal with questions relating to advertising laws, the introduction of legislation, and the law interests of advertising generally.

Hammacher, Schlemmer & Company, New York, have just issued three small catalogs, which, like all their catalog work, is distinctly well done. The little booklets deal with "Planes," "Saws," and "Janitor's Supplies." Each gives a complete list of all the appliances known to the hardware trade under each title. This well-known house has been in business for fifty-six years, and this experience has enabled it to make the best tools on the market. The many schools which use equipment furnished by Hammacher, Schlemmer & Company attest to the high quality of material and workmanship in their products.

It is interesting to note that this old established house which has been at its present location, 209 Bowery, for so many years, is to remove to the building at the corner of Fourth avenue and Thirteenth street on the first of next month.

Distribution of Supplies.

The direct delivery of supplies has gained some friends at the board of education, on account of the prompt delivery of supplies. It is even suggested that the plan compensates for the extra expense which it involves. Some of the publishers, however, are thoroughly displeased, and the supply department of the board has been overwhelmed with clerical work. These two parties, however, are not the ones who make recommendations. It has been hinted in some quarters that the board will receive a surprise when the bids for future deliveries are made. Several publishers have stated that the prices they have made during the past year will not be made again.

Typewriter Interests.

The typewriter manufacturers report that the first three months of 1904 have been exceptionally busy ones. The Baltimore fire made business particularly brisk for a time. One large agency is said to have sold over 4,000 machines in one week just after the fire.

The typewriter industry had a prosperous year in 1903, but the makers anticipate a much better one this year. The business is increasing gradually from year to year, and the distribution is expanding thruout the country. The reduction in cost of good machines during recent years has increased their use, and as improvements are made, improving the efficiency of the machines and increasing their simplicity, the typewriter business appears to grow in direct proportion.

Empty Now.

How One Woman Quit Medicine.

"While a coffee user my stomach troubled me for years," says a lady of Columbus, O., "and I had to take medicine all the time. I had what I thought was the best stomach medicine I could get, had to keep getting it filled all the time at 40 cents a bottle. I did not know what the cause of my trouble was, but just dragged along from day to day suffering and taking medicine all the time.

"About six months ago I quit tea and coffee and began drinking Postum and I have not had my prescription filled since, which is a great surprise to me, for it proves that coffee was the cause of all my trouble, although I never suspected it.

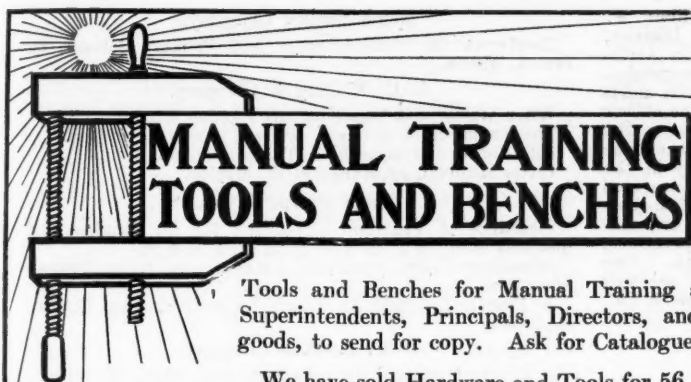
"When my friends ask me how I feel since I have been taking Postum I say: 'To tell the truth, I don't feel at all, only that I get hungry and eat everything I want and lots of it, and it never hurts me, and I am happy and well and contented all the time.'

"I could not get my family to drink Postum for a while until I mixed it in a little coffee and kept on reducing the amount of coffee until I got it all Postum. Now they all like it and they never belch it up like coffee.

"We all know that Postum is a sunshine maker. I find it helps one greatly, for we do not have to think of aches and pains all the time, and can use our minds for other things." Name given by Postum Co., Battle Creek, Mich.

The one who has to bother with coffee aches and pains is badly handicapped in the race for fame and fortune. Postum is a wonderful rebuilders. There's a reason.

Look in each package for the famous little book, "The Road to Wellville."



IF YOU ARE INTERESTED

in this line, we have an

800 PAGE CATALOGUE

of Tools which presents, besides a general line of Tools, our full line of

Tools and Benches for Manual Training and Technological Schools. We want Superintendents, Principals, Directors, and others, who are purchasers of these goods, to send for copy. Ask for Catalogue No. 1177.

We have sold Hardware and Tools for 56 years and Manual Training Tools and Benches for 20 years. Correspondence invited.

1 NEW HOME AFTER MAY FIRST
FOURTH AVE. AND THIRTEENTH ST.

HAMMACHER, SCHLEMMER & CO., New York City, Since 1848

Notes of New Books.

Physical Laboratory Manual, for use in schools and colleges. By H. N. Chute, M. S., author of "Practical Physics," etc., and teacher of physics in the Ann Arbor high school. Revised edition.—Most laboratory manuals have been prepared upon the theory that the pupil must discover the laws which control natural phenomena, for himself, largely ignoring what is known. But Mr. Chute works upon the plan of teaching the student the principle in the class-room and then sending him to prove the laws at the table in the laboratory. The exercises selected are well suited to fix the principles and to lay the foundation for such confidence in personal work as fits for applications to practical life on the one hand, or leads to original investigation on the other. The apparatus figured is of a practical form, and usually cheap, yet adapted to secure good results. The author has wisely returned to the earlier order, which has been unpopular for some years, and carries the student to

sound from mechanics, as the easiest form of undulations. The experiments in electricity are suited to render the student familiar with the electrical units and the theories upon which current measurements depend. (D. C. Heath & Company, Boston. Price, \$0.80.)

A Practical Course in Touch Typewriting, a scientific method of mastering the keyboard by the sense of touch, by Charles E. Smith is a book that should receive the careful attention of all teachers of typewriting. The advantage of finding the keys by touch, as the skilful musician unerringly strikes the right keys on the piano, will be apparent to all. This book is particularly adapted to school instruction. Those who have used it say it economizes the energy of teacher and pupil. The learner is conducted by the shortest and most expeditious route possible, consistent with accurate operation to a high standard of proficiency. The system is planned along the lines of least resistance. The lessons are so arranged that the teacher can handle about twice as many pupils as under the ordinary method. (Isaac Pitman & Sons, New York. Price, \$0.50.)

NEW PHYSICAL GEOGRAPHY

By RALPH S. TARR, B. S.

Professor of Dynamic Geology and Physical Geography at Cornell University, Author of "Economic Geology of the United States," "Elementary Geology," "Physical Geography of New York State," and co-author of "Tarr-McMurry Geographies"

PRICE, \$1.00

This work covers every point generally considered a proper part of Physical Geography. All topics are treated concisely, accurately, and yet interestingly, and on nearly every page there are applications to human affairs. There are also five chapters given over almost exclusively to the relation between physiography and life. Of these five chapters, two are unique—Physiography of United States, and Rivers of United States. They apply the leading principles of physiography to the home country, thus making clear the effects and operations of physiographic laws in the geographic unit best understood by pupils.

The book is most teachable and easily handled. Besides being pedagogical, it has numerous aids for teachers. The summaries, topical outline, suggestions at the end of each chapter, and the book references add greatly to the value of this work.

The illustrations and maps, nearly 600 in number, constitute one of the strongest features of Professor Tarr's book. Every illustration means something; it elucidates the text; it is the best substitute for being on the ground.

THE MACMILLAN COMPANY

66 FIFTH AVENUE, NEW YORK

BOSTON

CHICAGO

SAN FRANCISCO

ATLANTA

The Progressive Arithmetic, Part I.: by Wilbur F. Nichols, A. M., Supervising Principal, of Eaton District, New Haven, Conn. Author of "Graded Lessons in Arithmetic," "Arithmetical Problems," "Topics in Geography." This is the first of what is to be a series of three books and is designed for those pupils who begin the study. The author recognizes the fact that concrete examples appeal to the young mind, and so he devotes the larger part of the time to this class of illustrative examples, particularly in the first part of the book. A few illustrations are inserted which are well planned, particularly those designed to show the meaning of fractions. The primary value of arithmetic, outside of great facility in the fundamental operations, is to induce careful thought on the part of the pupil. The examples introduced in the latter part of the book are well calculated to secure this end. (Thompson, Brown, & Co., Boston, New York, Chicago. Price, 35 cents.)

Books Under Way.

Ginn & Company.

A Manual of Pronunciation, by Otis Ashmore.
American Phonography, by William L. Anderson.
Sonnets of Shakespeare, edited by H. C. Beeching.
Our Bodies, Revised Edition, by Albert F. Blaisdell.
The Blodgett Readers: A Primer and First Reader, by Frances E. and Andrew B. Blodgett.
Little Folks of Many Lands, by Lulu Maude Chance.
A Short History of England, by Edward P. Cheyney.
An Advanced Second Reader, by Ellen M. Cyr.
The Squyr of Lowe Degre, by William E. Mead.
Lessing's Minna von Barnhelm, edited by Richard A. von Minckwitz.
An Elementary American History, by David H. Montgomery.
Primary Arithmetic, by David Eugene Smith.
About's La Mere de la Marquise, and La Fille du Chanoine, edited by O. B. Super.
Essays of Elia, edited by George A. Wauchope.
Some Successful Americans, by Sherman Williams.
Machiavelli and the Modern State, by Louis Dyer.
Elementary Wood Working, by Edwin W. Foster.
Elements of the Differential and Integral Calculus, by William E. Granville.
Freytag's Die Journalisten, edited by Leigh R. Gregor.
Sea Stories for Wonder Eyes, by Mrs. A. S. Hardy.
Flachsmann als Erzieher, by Elizabeth Kingsbury.
Elizabeth Barrett Browning, by Elizabeth Lee.
The Ship of State by Those at the Helm (School Edition.)

Milton Bradley Company.

Handwork for Kindergartens and Primary Schools, by Jane L. Hoxie.

A. C. McClurg & Company.

When Wilderness Was King, by Randall Parrish.
The Evolution of the Soul, by Dr. Thomas J. Hudson.
Bird Center Cartoons, by J. T. McCutcheon.
Little Mitchell, by Margaret W. Morley.

Isaac Pitman & Sons.

Insurance: A Practical Exposition for the Student and Business Man, by T. E. Young, A. B., F. R. A. S.
Selections From American Authors, in Isaac Pitman Shorthand.

A Practical Course in Touch Typewriting, by Charles E. Smith.

D. C. Heath & Company.

A Roman History Source Book, by Prof. Dana C. Munro, University of Wisconsin.
A History of the United States, by Waddy Thompson.
Irving's Life of Goldsmith, edited by H. E. Coblentz, Milwaukee South Division High school.
The Elements of Plane Surveying and Leveling, by Prof. Samuel M. Barton, University of the South.
Advanced Course in Algebra, by Prof. Webster Wells, Massachusetts Institute of Technology.
The Frozen North, by Edith Horton.
A First Book for Non-English Speaking People, by W. L. Harrington and Catharine J. Cunningham.
Language Lessons to Accompany a First Book for Non-English Speaking People, by W. L. Harrington and Catharine J. Cunningham.
A Second Book for Non-English Speaking People, by W. L. Harrington and Catharine J. Cunningham.
Corneille's Horace, edited by Prof. J. E. Matzke, Leland Stanford University.
Labiche's La Cagnotte, by F. O. Farnsworth, Yale University.
Goethe's Egmont, edited by Prof. James T. Hatfield, Northwestern University.
Exercises in German Composition and Conversation, by Prof. E. C. Wesselhoeft, University of Pennsylvania.
Hoffman's Das Gymnasium zu Stolpenburg, edited by Valentin Buehner, San Jose, Cal., High school.
Storm's Pole Poppenspeler, edited by Dr. William Bernhardt.
Lassar-Cohn's Die Chemie im Taglichen Leben, edited by N. C. Brooks, University of Illinois.

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Coming Meetings.

April 5, 6, 7.—British Columbia Provincial Teachers' Institute at Vancouver, B. C. President, A. C. Stewart, Vancouver; secretary, Miss E. G. Lawson, Victoria.

April 7-9.—Northern Indiana Teachers' Association at Winona Lake. Supt. T. A. Mott, Richmond, president; Miss Ora Cox, Logansport, secretary.

April 27, 28, 29.—International Kindergarten Union at Rochester, N. Y. President, Miss Annie Laws, of Cincinnati, O.; secretary and treasurer, Miss Stella L. Wood, Minneapolis, Minn.

April 29-30.—Western Nebraska Educational Association, at Sidney. C. C. Danforth, Sidney, president; Delilah Howard, Lodge Pole, secretary.

May 5-7.—Mississippi Teachers' Association, at Meridian. Pres., Dr. P. H. Saunders, Vice-Pres., E. L. Bailey, Jackson; Sec'y, T. P. Scott, Brookhaven; Treas., Joe Cook, Columbus; Executive Committee, P. H. Saunders, Chairman; G. F. Boyd, Kosciusko; C. E. Saunders, Greenwood; Robert Torrey, Yazoo City.

May 6.—Annual meeting of the Eastern Connecticut Teachers' Association at New London. A. E. Peterson, Willimantic, president.

June 21-23.—South Arkansas Teachers' Association. George W. Mason, of Junction City, president.

June 28-July 1.—National Educational Association, at St. Louis, Mo. Dr. John W. Cook, De Kalb, Ill., president; Irwin Shepard, Winona, Minn., secretary.

June 29, 30-July 1.—Oregon State Teachers' Association at Portland. D. A. Grout, Portland, president; G. W. Jones, Salem, secretary.

July 6.—Story Tellers' League at Knoxville, Tenn., during the session of Summer school of the South.

Summer Schools.

July 6-Aug. 17.—Summer session of Columbia university at New York city. James C. Egbert, Jr., director.

July 7-Aug. 19.—Cornell university summer session, at Ithaca, N. Y. Address the Registrar.

July 5-Aug. 13.—Harvard Summer school, at Cambridge, Mass. Address J. L. Love, secretary.

July 12-29.—American Institute of Normal Methods at Northwestern university, Evanston, Ill. Address Frank D. Farr, 378 Wabash avenue, Chicago.

June 20-July 30.—West Virginia University Summer school at Morgantown.

July 5-Aug. 15.—Summer school of Syracuse university, at Syracuse, N. Y. Address the Registrar.

July 9-Aug. 19.—Chautauqua Summer schools at Chautauqua, N. Y. Address the Chautauqua Institution, Chautauqua, N. Y.

July 12-29.—American Institute of Normal Methods at the New England Conservatory of Music, Boston, Mass. Address Albert E. Carr, 221 Columbus avenue, Boston, and Edgar O. Silver, 85 Fifth avenue, New York.

July 4-Aug. 4.—Summer School of the Agricultural and Mechanical college, at Raleigh, N. C. Address Charles J. Parker, secretary.

June 1-Oct. 1.—School of Decorative and Applied Art at Bayport, Long Island. Address the director, Elisa A. Sargent, at 27 West Sixty-seventh street, New York city.

June 27-Aug. 5.—Summer school of the Michigan State Normal college at Ypsilanti. L. H. Jones, president.

July 6-Aug. 9.—Summer School of Manual Training at Bradley Polytechnic Institute, Peoria, Ill. Edward O. Sisson, director.

July 1-Aug. 18.—Yale University Summer School of Forestry at Millford, Penn. Address Prof. Henry S. Graves, New Haven, Conn.

July 12-Aug. 16.—Martha's Vineyard Summer Institute. Address William A. Mowry, Hyde Park, Mass.

June 7-Aug. 16.—Valparaiso college summer session at Valparaiso, Ind. Address H. B. Brown, president.

June 20-July 29.—Summer school of the Denver Normal and Preparatory school at Denver, Col. Address Prin. Fred Dick.

July 11-Aug. 13.—Dartmouth Summer school. Prof. T. W. D. Worthen, director, Hanover, N. H.

June 28-Aug. 5.—Summer school of the South at Knoxville, Tenn. Address Burtis B. Breeze, registrar.

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July 25-Aug. 6.—National Summer school at Chicago. Address Ginn & Company, 378-388 Wabash avenue, Chicago, Ill.

July 6-Aug. 20.—The Biological Laboratory of the Brooklyn Institute of Arts and Sciences at Cold Spring Harbor, L. I. Address Prof. Franklin W. Hooper, 502 Fulton street, Brooklyn, or Prof. Charles B. Davenport, University of Chicago until June 15.

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The Metropolitan District.

The committee on course of study and text-books of the board of education has taken up the matter of criticisms of the new course of study. With this object in view the committee has asked for information of the board of superintendents along various lines. Special reference is to be paid to whether the results of sewing and constructive work justify the time spent upon them.

The board of education has confirmed the nomination of Miss Emma L. Johnston as principal of the Brooklyn Teachers' Training school. Miss Sarah E. Scott, the acting principal of the training school succeeds Miss Johnston as principal of P. S. No. 140.

Prin. George White, P. S. No. 7, was given a dinner recently by the Alumni Association named after him. Among the speakers were Judges Scott and Fitzgerald and George Wallace, "the father of Nassau county." Men from all parts of the country were in attendance and vied with each other in doing honor to Mr. White.

The last dinner of the year of the Male Teachers' Association on March 19 was a gala occasion. A better array of speakers would be difficult to bring together. Dr. Austin B. Fletcher, of the Judge Publishing Company, talked about "Training for Citizenship." He laid strong emphasis on the necessity of teaching truthfulness in the public school. Pres. Finley, of City college, in speaking on "Some School Experiences," deplored the effeminization of the teaching force. Pres. Ketchum, of the City College Club, declared strongly against corporal punishment in the schools. Pres. William J. Milne, of the Albany State Normal college, discussed "Rational Teaching," and Dr. Charles

B. Gilbert spoke on the subject, "System vs. Individuality." Frederick J. Reilly is the president of the association.

The Principals' Council of the borough of Queens will hold its annual dinner at the St. Denis, on Saturday evening, April 23. Dr. Maxwell, Associate Superintendent Stevens, and President Finley, of City college, will be the speakers.

A bill is before the legislature providing for the transfer of the Jamaica Normal college to New York city. The amount to be paid by the city to the state for the transfer is to be determined by the state commissioner of education and the New York city board of education.

An addition of twenty-four rooms is to be made to P. S. No. 6, Queens, at a cost of \$157,445. The addition will accommodate the 250 children now on half-time in the main building. There are a large number of part-time classes in Queens. In order to accommodate some of these pupils the board has recently leased a church basement in Evergreen.

Teachers college is to give a special one-year course to prepare nurses to become superintendents of hospitals and principals of training schools for teachers. This action has been taken at the request of the Society of Superintendents of Training Schools for Nurses.

Mrs. Annie L. Jessup, director of cord and raffia constructive work and sewing in New York city, is to give a course in domestic art at the New York university summer school. The course will occupy two hours a day thruout the six weeks, and will include instruction in cord and raffia work, weaving, elementary and advanced sewing, and

drafting. Technical instruction will be supplemented by lectures on manual training, domestic economy, and methods of teaching.

Dock Commissioner Featherson has granted permission to the board of education to use the recreation pier at East Third street until June 30. The abolition of the pier school would have placed 2,400 pupils on part time.

The New York City High School Teachers' Association held an interesting meeting on March 19. Among the subjects discussed at the departmental meetings were: "Recent Archaeological Discoveries," "Some Knotty Problems in Mathematics," "The End to be Sought in Teaching First Year Biology," "The Proposed Syllabus in Physiography," "Training for Office Work," "Sketch Clubs in High Schools," and "The Ethical Side of Physical Training." At the general meeting Ossian H. Lang spoke on "Notable Discussions at the Atlanta Meeting of the N. E. A."

The board of superintendents has approved the recommendation of the local school board of the Forty-third district that a memorial to commemorate the death of the revolutionary hero, General Woodhull, be erected in P. S. No. 35, Queens.

Four lectures on the history of education will be given at the West Side Auditorium on Friday evenings, April 1, 8, 15, and 22, by Prof. Paul Monroe, of Teachers College. The topics will be as follows: "Greek and Roman Education," "Medieval Education," "Development of the Higher Education in Modern Times," and "Development of Elementary Education in Modern Times."

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The committee on buildings, at the request of the Municipal Art Society, has set apart the following schools for decoration: Wadleigh high school and P. S. No. 165, Manhattan; Morris high school, Bronx, and P. S. No. 142, Brooklyn. The society intends to indicate how the halls can be decorated to the best advantage, with mural paintings, works of relief, and mosaics of historic subjects and the work of American artists. The committee, with the aid of a group of recognized artists, will draw plans for the decoration of the schools selected. Then the board of estimate will be asked to provide the funds for this purpose.

The New York section of the Society of Chemical Industry met at the Chemists' Club on March 25. The following papers were read: "Analyses of Jalap," Russel W. Moore; "Acetic Acid in Acetate of Lime," Albert G. Stillwell; "The Preparation of Cotton Fiber for Surgical Uses," F. B. Kilmer, and "Cupellation of Platinum," W. J. Sharwood.

Mayor McClellan has appointed Chairman Thomas J. Higgins of the local

board of the twenty-fifth district a member of the board of education. Mr. Higgins succeeds Theodore E. Thomson who has resigned.

The board of education will give a hearing on April 4, on the proposed abolition of the Woodside high school.

President Wilson's Address.

The largest number of teachers that ever attended a meeting of the New York Educational Council assembled on March 19 to listen to an address by President Wilson, of Princeton university. His subject was: "History and Teaching of History in Grammar and High School." In the main Dr. Wilson devoted himself to urging the importance of imaginative work rather than a critical study of facts. He said in substance:

"We have made so many experiments in teaching history that we are rather sick of the subject. The malady of the present educational world is theory. We have set about to found a new psychology of teaching. In reality this is whimsical, especially when we see a genera-

tion taught in one fashion distressedly seeking for a new one. Another malady of modern education is the mania for information. The object of teaching should not be the giving of information, for too much is honeycombed with error. This is particularly true of American history. If this is so why should we teach American history? Our only object should be to give someone an imaginative perception of what the American people were, are, and whither they are going. The history must be touched with literature in order to show how men of a certain generation thought and saw life.

"The first mistake we make in history work is in the text-book. In almost every school history there is a map of the continent as we know it at the present time. This is a mistake, for the seventeenth century man did not know this. And if you tell the student at the start what the United States has become you make it impossible for him to realize the feelings of the seventeenth century men, and they lose the imaginative conception of what occurred in those times.

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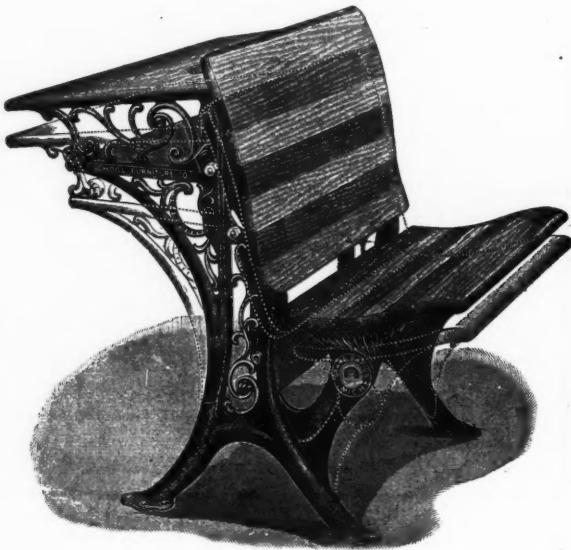
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tory. The history we should teach should be from the same point of view, as we assume, toward the next century. We ought not to have the child come to a critical state of mind. The modern Roman histories, to show a result of critical teaching, make it impossible to conceive the psychology of the Roman people. The only Roman history that is really worth knowing is the history the Roman people believed, and hardly any of it is true, if we want to know the Roman people.

"The thing to do in schools is not to convey accurate information at all; the child ought to get an imaginative conception of how things took place. The key of American history until 1890 was the frontier. The typical American has always been on the frontier. So we should show the child the Indian fighting frontiersman, the man of quick, ready

adaptation, great initiative, and power of movement. Again, we should avoid glittering generalizations. Civil and religious liberty is an instance. There is not one of you that knows what political liberty is, and I am sure I do not.

"In the high school some of the facts must be drawn into the history work. We should begin to tell what the motives of events were and what the material of our forefathers lives were. We must throw aside all apparatus of critical scholarship, but we must give them the facts. Only some vision will enable the teacher to do this. The only way to make the dry text-book really live is by using contemporary literature along with it. We should get the pupils to picture the life of the past thru the records of the people living in those days. Then we shall have the true history. But I do not believe that the true history of

America, the history that will give us a living picture of our past, will be written in our generation. We are doomed to be creatures of our own dull day. It's all hurry and we no longer have time to sit down and dream dreams. But no man can have any intellectual growth who does not take time to dream dreams. And so, if we could only bring this meditation to the minds of our pupils, we would revivify school life.

"Finally, we are not to regard American history as a body of information, but as a thing saturated, not by our own philosophical reasonings, but by the imaginative life of the people who made it. We are to teach the American human nature. We are to teach the facts as a body of inspiration to enable us to live over again in imagination the lives of the men who have lifted our country from stage to stage in our development."

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The Central Federated Labor Union of New York city has endorsed a bill providing that nobody but licensed engineers shall attend to the boilers in the public schools. The delegate who introduced the resolution in favor of the bill declared that thousands of school children are in danger because licensed engineers are not attending the boilers. He added:

"In the last six months we found that out of twenty-three janitors who were attending the boilers in the public schools only one was a licensed engineer. This is a very serious matter. In the public schools there are from 500 to 3,000 children in attendance, according to the size of the school. The janitors, who are in charge of the boilers, are examined in everything but the one essential particular, and that is as to what they know about steam boilers."

A Good Move.

The principals of local school districts 19 and 22 have organized themselves into committees under the charge of District Superintendent Stewart for the purpose of establishing the best possible general conditions for class-room work. The committee on art announces that it has arranged to hold an exhibit in P. S. No. 10, One Hundred and Seventeenth street and St. Nicholas avenue, on Saturday, April 9, from 2:00 P. M. to 5:00 P. M.

The perception, æsthetic taste, imagination in the study of nature, and the best expressions of nature from the special field of this committee. The members desire that classrooms shall be neither bare nor burdened with decoration. To educate is to teach to live. The classrooms are "living rooms," whose silent influences should make for the highest, the happiest, the most useful forms of life.

Mayor McClellan and the Schools.

In a recent address Mayor McClellan reiterated his campaign pledge to give every boy and every girl in New York city a seat in the public schools. He said:

"The most important question before us to-day is the question of free schools. Several months ago I pledged the people of this city that if they elected me to the office I sought I would see to it that every child of school age in this city should receive a full day's schooling. If it is possible for me to keep that pledge, I intend to do so.

"After my tenure of office began I learned that if all the school buildings now being constructed or prepared were finished by the beginning of the next school year that there will still be in New York 30,000 more children of school age than there are seats in the public schools. Then it was that I thought of the plan of constructing buildings on such lots as the city could hire and then, if it were found impossible to still seat the children, to erect temporary structures in the smaller parks. The bill for that purpose was introduced at Albany, and then numbers of good men and women decided to oppose the utilization

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A STRONG LETTER.

MR. R. L. TARBOK, Ashland, Wis. DEAR SIR:—I have your letter of the 18th inst., relative to "The Grumiaux News and Subscription Company," of Le Roy, N. Y., and the success of said company in the field of subscription work. I found Mr. Grumiaux to be a self-made man, who started the business from its foundation, and it has steadily increased under his personal management to its present large proportions. My investigation also proved that the business last year netted a profit of at least 5 per cent. on the present capitalization, so I considered it a safe avenue of investment or would never have taken it up, and notwithstanding the fact that this season was well advanced before I became established in the work, I can say that I am fully satisfied it will bring good returns this year, followed by a substantial increase in subsequent seasons, the size of which will, of course, depend on the amount of energy and push with which it is conducted; and which is true of any business. The fact that all managers are stock-holders must materially strengthen the company. Very truly yours, C. W. BLACKMAN, District Manager, Conn. March 21, '04.

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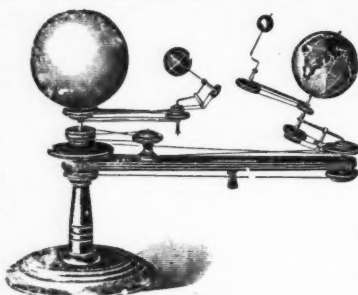
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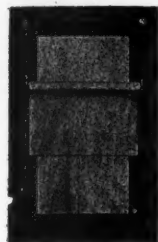
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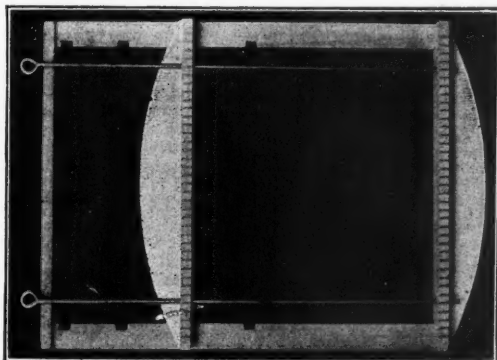
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of one foot of the public playgrounds for the purpose desired. If this law does not go thru, this great and perplexing problem will have to remain unsolved.

"I want to say to the people of New York that never have I had an idea of taking one yard of the people's playgrounds permanently, or even thought of erecting a single public building in a single park except temporarily. Should the plan be used for two years, no possible harm could be done, but, on the other hand, if the children of the great number of people of foreign birth are neglected and allowed to grow up in ignorance, it will not only work a great injury to our city, but a wrong to the United States that can never be repaired."

A Model Building.

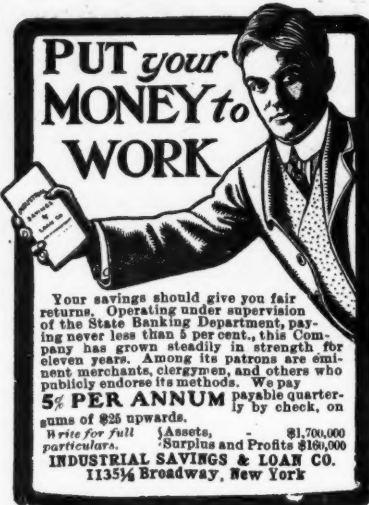
P. S. No. 64, Manhattan, which is to be erected on Ninth and Tenth streets near Avenue B is to be one of the best constructed buildings in the city. In the plans Superintendent Snyder has embodied all the latest developments in school architecture. The absolute character of the fireproof construction is worthy of notice.

The building will be five stories high, with a cellar for heating and ventilating apparatus, cold storage, etc., and a basement sixteen feet high, placed beneath the outdoor playground in such a manner as to form a large assembly room, easily accessible from the school for assembly purposes and from the street for the public when used for evening lectures. The exterior is designed in adaptation of the French Renaissance, and will be constructed of dark red brick, with gray stone and terra cotta trimmings.

The basement auditorium will be eighty-three feet wide by 109 feet long, getting a space greatly in excess of any which could be obtained in the school building proper, and is the result of an effort made to afford a proper assembly room for the school, and at the same time have it easily accessible to the general public. The first story will contain the principals' office, library room, indoor playrooms, and pupils' toilets. The second, third, and fourth stories will contain sixteen classrooms each, and the fifth floor fourteen classrooms and a workshop. These floors also contain the necessary toilets, medical inspector's rooms, teachers', and retiring room.

The building has been supplied with eight stairways, built of stone and iron and with fireproof partitions, access to stairs being had thru fireproof doors on each floor. The structure is of standard fireproof construction thruout, all walls being laid up with cement mortar, and floor system with steel beams and brick arches. The amount of woodwork therein has been reduced to a minimum in order to lessen the liability of danger from fire, while the first story is made absolutely fireproof thruout. As the only possible danger from fire in the cellar is from the janitor's supplies, oils, etc., there has been provided in this as in several previous schools, a fireproof vault in which they can be stored. In the event of spontaneous combustion the smoke and gases would be carried off by a flue provided for the purpose. The floors of all corridors, passageways, toilets, and storerooms thruout the building are of fireproof materials. The cost of construction will be \$371,000.

Dr. H. G. Remsnyder says: A lady was suffering with headache and vomiting. I prescribed antikamnia tablets, and when next I saw her, she informed me that the medicine I gave her, not only relieved the headache, but also the vomiting. Having other cases on hand I gave each of them antikamnia in five-grain tablets and was delighted to find that every case was decidedly benefited thereby.—Hospital Bulletin.



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Here and There.

Dr. J. F. Millsbaugh, principal of the Minnesota State Normal at Winona, has returned to the farther West as president of the Los Angeles Normal school. Dr. Millsbaugh was formerly superintendent at Salt Lake City.

Prof. Freidrich Koutgen, the distinguished German historian and associate professor of history at the University of Jena, will conduct courses in history at Johns Hopkins university next year.

The Vassar Alumnae Association of the West is raising a fund for the college. The sum of \$50,000 will be applied to a fund for the endowment of the James M. Taylor chair of Biblical literature in honor of President Taylor.

The people of Williamston, S. C., are contemplating erecting a \$10,000 up-to-date graded school building. Good! THE SCHOOL JOURNAL would like to have many such encouraging items for its school board numbers.

The Mississippi legislature has refused to pass the appropriation for the Holly Springs Normal school over the governor's veto. Several members of the legislature severely attacked the work which the school is doing. Those who opposed Governor Vardaman's policy against negro education voted against the bill.

A bill is before the New York legislature, which provides that the commissioner of education may appropriate annually \$45,000 for the extension of the public school library system. This money will be apportioned among the cities of the state provided that they in turn shall appropriate a similar amount.

The board of education at Malone, N. Y., has closed the public schools on account of an epidemic of cerebro-spinal meningitis. Eight deaths have occurred among the school children of the town.

Prof. Jesse Benedict Carter, of Princeton university, has been appointed professor of Latin in the American School of Classical Studies at Rome. He succeeds Professor Egbert of Columbia.

Dr. Cornelius Rubner, director of the Grand Ducal Conservatory of Music at Carlsruhe, Germany, and an eminent pianist, has been chosen to succeed Prof. Edward A. McDowell as head of the Columbia university department of music. Dr. Rubner is a Dane. He has received decorations from the emperor of Germany, the kings of Italy, Denmark, Sweden, and Norway. He has had many American pupils at Carlsruhe and they urged his election to the chair of music at Columbia.

Carnegie Gifts.

Just before leaving this country for Europe Andrew Carnegie made a number of gifts to educational institutions. The Agricultural and Mechanical College for Negroes at Normal, Ala., received \$10,000 to establish a library. Winthrop college, the South Carolina institution for women at Rockhill, S. C., received \$20,000 for the same purpose.

The reason for Mr. Carnegie's \$50,-

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000 gift to Kenyon college at Gambier, Ohio, was an expression of grateful remembrance of kindness shown to him by Edward M. Stanton, as secretary of war in Lincoln's cabinet. Mr. Stanton's education was secured at Kenyon college. Mr. Carnegie's gift will be used to establish the Edwin M. Stanton chair of economics.

New York State University.

The report of Secretary James Russell Parsons, Jr., covering the work of the University of the State of New York for 1903, has just been issued. It comprises a review of the powers and duties of the regents and a historical sketch of the development of the interests in their charge. The total expenditures of the university in 1903, including grants to schools and libraries, the statutory allowances to professional examiners, and returns to state treasurer, salaries, services, and all other expenses of maintenance, show a decrease over 1902 of \$11,173. The bulletins for all departments of the university except the state museum cost \$3,452, while receipts from sales of the same bulletins were \$3,854. The only \$620 was realized from the sale of the state bulletins, these publications perform an invaluable service to education, agriculture, and the commercial development of the

natural resources of the state, and they have a financial value in that they enable the state library to procure by exchange valuable works which must otherwise be purchased. Since 1900 the additions from this source, 36,556 volumes and 122,482 pamphlets and periodicals, have greatly exceeded the additions paid for, 19,225 volumes and 134 pamphlets.

The report embodies interesting comparisons between the state library and other large libraries in this country. It declares that the New York State library can fairly be compared only with the Library of Congress, since both have responsibilities that do not fall on the ordinary public library. The library of Congress, with only two and one-half times as many books has three times the staff of the New York state library, and nearly five times as large a salary appropriation.

The state museum reports activity in scientific field work, classifying and labeling specimens and publishing. Forthcoming publications include a report on the salt industry, a catalog of the crustacea of New York, a report on the birds of New York, a memoir on insects injurious to forest and shade trees, and a bulletin on the use of wood by the aborigines of New York.

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At this writing a considerable proportion of the first series has been taken.

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\$20 per share deposit must accompany all subscriptions. \$20 is payable in two months, \$20 in four months, and balance (\$20) in six months.

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No salaries are paid to any officer connected with this company, and none will be until the plant is in active operation, and the earnings justify such salaries.

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Educational New England.

The authorities of Clark university have announced that there will be no summer school at that institution this year.

The Lexington, Mass., town meeting recently voted to appropriate \$27,000 for the purchase of land and the erection of a six-room school-house thereon.

Peabody, Mass., has been considering a proposal to take charge of the parochial schools as a part of the public school system. The proposition was defeated, however, at the annual town meeting.

An attempt is being made to get the Maine legislature to pass a bill providing education for the lighthouse children who live along the coast. There are said to be 300 children in the state shut off from the privileges of the public school because they live away from the mainland.

Teachers of English.

The New England Association of Teachers of English met in Boston on March 19 and discussed college requirements and examinations. Charles L. Hanson, of the Boston Mechanic Arts High school, for the standing committee on relations between schools and colleges, submitted six recommendations concerning the work required by the latter, and to the form of examination to which applicants for matriculation are subjected. They were: That the colleges send out explicit statements of what they expect of an applicant, and that they set their questions in keeping with these statements; that the examiners give less attention to catching the lazy boy with questions on details, and that they shall not confine their questions to two or three books out

of the sixteen in which preparation is required; that the division of the required books, books for reading and books for study be abolished; that all students be trained in reading aloud, and that questions be so framed as to lead to the study of a book as the author would have it studied; that examiners give the applicant a chance to make a showing on his outside reading; that questions be set outside the realm of pure literature.

Prof. John G. Hart, of Harvard university, said that that institution's examinations had for its object a test of ability rather than of the facts in any one set of books. It is divided into two parts—themes on topics in the books read and questions on the subject matter of the books studied. The first gives the boy a chance to show his spelling, grammar, punctuation, idea of sentences, and paragraphs, and his skill in organizing what he has to say. His ability to express himself will cover a lot of ignorance on the subject matter of the prescribed reading. The second part of the examination gives the boy a chance to show he has understood the books. The purpose of the examination cannot be served by drill in books, but is best served by training the pupil to express what he himself has to say, using the book as a standard of what somebody else said.

Prof. Ernst H. Mensel, of Smith college, favored the system of accredited schools. Prof. Mary A. Jordan, of Smith, spoke of English teaching in the colleges. Ralph H. Bowels, of Phillips Exeter academy, gave the results of a canvass of teachers on the subject of the English requirements for 1904-1908. The list of books was severely attacked, the only items escaping criticism being "The Merchant of Venice," "Julius

Cæsar," and "The Rime of the Ancient Mariner." Carlisle's "Essay on Burns" and "The Princess" were in most disfavor. Three-quarters of the teachers approved the plan of conducting examinations and the division of required books into reading and study sections. Two-thirds thought the division in good proportion.

The following officers were elected: President, Dr. D. O. S. Lowell, of Roxbury Latin High school; vice-president, Charles L. Hanson, Mechanic Arts High school, Boston; secretary and treasurer, George H. Browne, of Browne & Nichols school, Cambridge; member of the executive committee for three years, Prof. John G. Hart, of Harvard university.

Recent Deaths.

Prof. George Brownell, formerly of Syracuse university, died on March 23.

John A. Scott, an inspector of the New York city public school buildings, died on March 19.

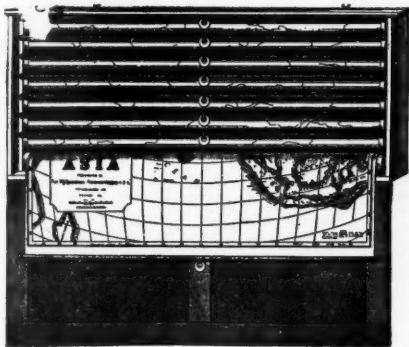
Pres. Lewis T. Fitzhugh, of Belhaven college, Jackson, Miss., died on March 12.

Mrs. Elizabeth Foot, principal of P. S. No. 24, Jersey City, N. J., died on March 20. Mrs. Foot was born in New York city and taught school there for some time. In 1870 she became a teacher in Jersey City, and in 1892 was made principal of No. 24.

Miss Lucy Rice Woods, for more than thirty years a teacher in the girls' high school, Boston, died on March 23. The funeral was made notable by the presence of eight hundred pupils from the girls' high school and girls' Latin school, together with the teaching force from both schools.

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Premium Income	\$2,947,516.29	\$6,136,253.94	\$3,188,737.65	108.18
Income from Interest and rents	\$635,250.10	\$1,394,496.90	\$759,246.80	119.52
TOTAL.....	\$3,582,766.39	\$7,530,750.84	\$3,947,984.45	110.10
Assets, December 31.....	\$14,480,480.80	\$33,590,999.39	\$19,110,518.59	131.97
Amounts Insured, Dec. 31	\$83,760,969.00	\$169,668,456.00	\$85,907,487.00	102.56
Surplus, December 31	\$1,020,316.96	\$2,647,491.38	\$1,627,174.42	159.48

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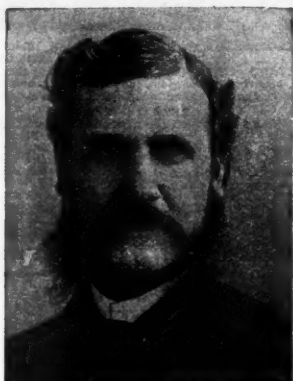
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Chicago News Letter.

The Chicago board of education has granted District Supt. A. G. Lane leave of absence until May 1 with full pay.



Mr. Lane is at present ill at San Antonio, Texas. He has been in the service of the schools of Cook county for forty-six years.

The board has appropriated \$1,000 for repairing maps and globes and rebinding books. It has been decided to give students at the Normal school, who have had two years' college or university training, one year's credit. One year's attendance at the Normal will be required however. The rule regarding married teachers has been amended so that the certificate of any teacher continuing to teach after she should retire shall be annulled. No woman with a child under two years of age is eligible for appointment in the schools.

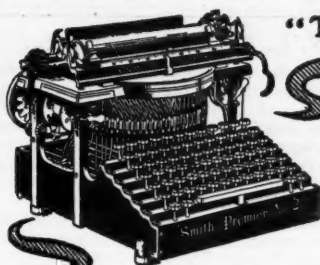
The Chicago Teachers' Federation have elected the following officers: President, Miss Louie L. Kilbourn; recording secretary, Miss Margaret Stuart, of the Calhoun school; corresponding secretary, Miss Josephine Nichols, of the John Ericsson school; financial secretary, Miss Catherine Goggin; treasurer, Miss Sarah A. McDonald; business representative, Miss Margaret A. Haley.

The school year is altogether too long, according to a prominent Chicago clergyman. "It is a physical and mental sin," he says, "to keep the Chicago schools open until the end of June. If it is done in order to give the teachers work that much longer in order to increase their yearly compensation, the same effect can be gained by raising their salaries. No teacher should be compelled to work over forty weeks in a year, and few pupils can do good work from September to July. The strain is too great on mind and body. June 1 should see all the schools closed and the teachers off for a good long rest. Three months is none too long a period in which to rejuvenate tired nature, and for the slow-going officials to consume in making repairs on the school buildings."

The Negro's Burden.

Mr. Kipling invented the idea that the natives in England's colonies were a burden to the white man. It seems that this is reversed in North Carolina. That is Mr. George H. Daniels's discovery. No one knows a good thing better than the genial General Passenger Agent, of the New York Central Railroad, and this is what he thinks is particularly good.

He had gone down into the Piney Woods' region during the cold weather for a visit and after looking around awhile imparted to one of the residents that their need was of some of the bright, smart, active, white men of the North. "No," said the North Carolinian we don't want any more white men, the negroes have all they can do to support what there is now."



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N. E. A. Local Committee.

The St. Louis local committee on arrangements for the N. E. A. meeting consists of W. S. Chaplin, Supt. F. Louis Soldan and Howard J. Rogers. The committee has voted to raise \$15,000 to defray the expenses of caring for the visitors and has appointed the following sub-committee:

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Hotels and lodging places—Walter B. Stevens, M. S. Snow, Robert H. Fernald, C. H. Spooner, Redmond S. Colnon, William Flewellyn Saunders.

Publications and badges—John Schroers, George Johns, Capt. Henry King, Joseph A. Braham, Nathan Frank, Sterling Edmonds, A. S. Lansdort, Charles E. Witter, Philo S. Stevenson, John S. Collins, F. A. Hall.

Meeting places—Howard J. Rogers, William Taussig, C. W. Johnson.

Membership for the city—E. D. Luckey, William R. Vickroy, C. M. Gill, A. R. Morgan, James S. Stevenson, Prof. F. W. Shipley, W. J. Hawkins, Arthur Justin.

Membership for the state—Ben Blewett; W. T. Carrington, Jefferson City, Mo.; G. V. Buchanan; W. S. Stevens, F. D. Thorpe, Kansas City, Mo.; John R. Kirk, Kirksville, Mo.; E. B. Craighead, Warrensburg, Mo.; W. S. Dearmont, Cape Girardeau, Mo.; Judge J. H. Hawthorne; J. Ross Hill, Columbia, Mo.; J. M. White, Carthage, Mo.; William B. Rogers.

Reception committee C. M. Woodward, William Trelease, W. J. S. Bryan, Gilbert B. Morrison, N. H. Sears, C. P. Curd, C. M. Foster, Charles G. Rathmann.

Literary Items.

Scribner's magazine for April contains a satire on modern text-books, entitled "Mother Goose Annotated for Schools." The writer of the article touches on a number of phases in present day publications which have been severely criticised of late by educators.

L. H. Bailey, director of the College of Agriculture of Cornell university, is writing a series of articles for people who want to cut loose from the city but don't dare to. In the pages of the current issues of *Country Life in America* he tells the different ways in which people are actually making a living by outdoor work.

The most novel feature of the April *Century* is the opening part of Dr. Weir Mitchell's new record of "The Youth of Washington" told in the form of an autobiography. With it is given a portrait of Dr. Mitchell, recently made by John S. Sargent. Dr. Mitchell's unique experiment is the fruit of years of research, and challenges attention by its combination of the interest of fact with the interest of fiction.

The April *World's Work* establishes a striking precedent in magazine making. It is a special war number giving a worldwide view of the Russia-Japanese con-

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flict. It is the first time that any American magazine has devoted an entire issue to a war.

The case for Japan, as it is put by D. W. Stevens, the American Counselor for the Japanese Legation at Washington, in *Leslie's Monthly* for April, is the best presentation of the Japanese side that has been made so far in English.

The *Arena* has been purchased by Alfred Brandt, of Trenton, N. J. Mr. B. O. Flower, the founder of the publication and for seven years its sole editor, is to take the entire editorial management again.

The American Book Company's new edition of the plays of Shakespeare, edited by Dr. William J. Rolfe, for home and school use, is excellent. Dr. Rolfe is a scholarly editor and his introductions and notes are invaluable. The plays are published as neat, plain, well printed duodecimos with illustrations.

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D. C. Heath & Co., of Boston, are publishing "The Frozen North," an account of the numerous voyages of exploration in the Arctic regions that were made during the nineteenth century, prepared by Miss Edith Horton. It will serve as an aid in the study of geography and as a supplementary reader.

Mr. John H. Haaren, associate superintendent of schools in Greater New York, has prepared an attractive book for primary classes under the title, "Haaren's Word and Sentence Book." The lessons contain the simple words that primary pupils use in their reading and writing. D. C. Heath & Company will publish the book early in the spring.

Some important books have lately been issued by A. S. Barnes & Company. One of these is "The Citizen; A Study of the Individual and the Government," by Nathaniel S. Shaler. In this Prof Shaler describes the relations of citizens, men and women alike, to their government. The individual's relations to city, state, and national government, and to questions of public policy, are explained in simple, lucid, and eloquent style.

"Napoleon," also issued by A. S. Barnes & Company, is a biography by R. M. Johnston, that fills an unoccupied place in the literature on Napoleon accessible to the English reader. Since it was thru Napoleon that the Louisiana territory came to us, the appearance of this book now is peculiarly timely.

Another of the recent publications of Barnes & Company is "A Journal of Voyages and Travels in the Interior of North America," by Daniel Williams Harmon. This is one of a series of books relating to American history written by participants and by some of the famous explorers of the West. Harmon's travels were between the 47th and 58th degrees of North Latitude and ex-

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tended from Montreal nearly to the Pacific, a distance of nearly 5,000 miles.

Some interesting discussion has been called forth and considerable agitation created by the assertion of President Angell, of the American Humane Education Society, that the great scientist, Agassiz, firmly believed in the immortality of animals. The idea that animals possess souls at first appears startling, but investigation has shown that other scientists besides the famous Agassiz have held the same theory. The question is very fully and ably discussed in a recent volume by Dr. E. D. Buckner, published by George W. Jacobs & Company, of Philadelphia.



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The sixth volume to be announced in Dent's attractive Temple School Shakespeare (published in this country by Messrs. Henry Holt & Company) is, "Hamlet, Prince of Denmark." It is to be edited by Oliphant Smeaton, M. A., and in addition to five illustrations by Patten Wilson, will contain many from contemporary prints.

Funk & Wagnalls have published a "Standard Second Reader," which contains a number of valuable features. Among them are illustrations, the lessons based on good literature, the method of teaching pronunciation, and the correlation of topics.

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"Lectures on Commerce," published by the University of Chicago Press, is a remarkable description of the practical working of several departments of modern business by men who have attained recognized success. The list includes bankers, manufacturers, and business men who treat on subjects of practical economic value.

"One of the most exquisite poems ever written, Charles Marshall Graves calls Edgar Allan Poe's 'To Helen' in 'Landmarks of Poe in Richmond,' which is one of the notable illustrated features of the April Century.

Minnesota Association.

The Northwestern Teachers' Association of Minnesota held its annual meeting at Moorhead on March 3 and 4. The attendance was large and a helpful program was offered. Among the speakers were George A. MacFarland, of the Valley City Normal school; A. W. Rankin, of Minneapolis; Joseph Kennedy, of Grand Forks university; Supt. C. W. Mickens, Abbie L. Simmons, and Elizabeth Roberts, of Moorhead; Supt. J. A. Vandyke, of Fergus Falls; Supt. Christine Goelzinger, of Otter Tail county; W. I. Thomas, of the University of Minnesota; Dr. William O. Krohn, of Chicago; Supt. A. L. Logie, and Eleanor Gordon, of Fargo, North Dakota.

Supt. Charles W. Mickens, of Moorhead, was elected president of the association for the ensuing year.

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